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ABSTRACT

In this appendix to the Content Area Reading Project report, a large variety of materials is presented for use in the content component of the project. Among the materials are the following: a bibliography of professional materials on content reading; an annotated bibliography of junior high school materials for reading development in ten content areas; a list of materials useful in developing practical adult literacy in five areas; instructions for developing case studies; directions for administering group reading inventories; sample informal reading inventories; sample grouping plans; study guides for helping teachers learn about black language and about language and culture; examples of enabling and inhibiting teacher statements; a self directed behavior rating scale; suggestions for using the language experience approach with older students; a sample social studies unit about Mexico, with detailed lists of objectives and sample activities; instructions for constructing an individualized learning activity package; materials for teaching reference skills, map skills, and reading skills; sample cloze tests; and vocabulary guidesheets and exercises. (GW)

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The Pennsylvania State University
College of Education
Division of Continuing Education

THE CONTENT AREA READING PROJECT:

AN INSERVICE EDUCATION PROGRAM FOR

JUNIOR HIGH SCHOOL TEACHERS AND TEACHERS OF ADULTS

Appendix B

Content Component Guidesheets

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September, 1977

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Final Report
Project 09-6905
Division of Adult and Community Education
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Content Component Guidelines

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ANNOTATED BIBLIOGRAPHY OF JUNIOR HIGH SCHOOL MATERIALS FOR READING DEVELOPMENT IN THE CONTENT AREAS

Sandra L. Snyder
6/22/77

ANNOTATED BIBLIOGRAPHY OF JUNIOR HIGH SCHOOL MATERIALS FOR READING DEVELOPMENT IN THE CONTENT AREAS

This bibliography contains materials that could be used in the junior high school classroom as a means of improving reading skills through content area subject matter. Most of the materials have been collected and used in connection with the Content Area Reading Project.

The Content Area Reading Project was conducted by the Division of Continuing Education, The Pennsylvania State University. The project was supported, in part, by the Bureau of Adult and Community Education, Division of Vocational Education, Pennsylvania Department of Education. The Content Area Reading Project was an in-service education program which trained junior high and adult education teachers to teach reading skills in the context of their subject areas.

Students at the junior high level are often faced with the task of learning new material primarily through concept-laden textbooks. The materials compiled in this bibliography were selected for their usefulness as supplementary or alternative resources for concept learning. Many of the materials provide content instruction at low readability levels for those students reading below grade level. Others emphasize specific reading skills using subject matter content as the vehicle through which the skills are developed. The bibliography also includes commercial reading programs whose principal objective is "learning to read" rather than "reading to learn."

All materials have been grouped under subject headings which correlate with typical junior high content areas. They have been cross-indexed, where applicable, to the five general knowledge areas used to determine adult performance level (APL Project).

The Adult Performance Level (APL) Study is an investigation of practical adult literacy, funded by the Office of Education and conducted through the Division of Extension of the University of Texas at Austin. The project is an attempt to operationally define literacy in terms of skills and knowledge needed for proficiency in certain areas of need which have been identified as being important for survival in our society. The APL areas are used in this bibliography because of the growing tendency of various state education departments to use competency-based education focused on adult competencies as criteria for assessing school performance. Within the subject groupings, materials are listed in alphabetical order, first by publisher, then by titles.

Annotations identify the reading skills emphasized, describe possible classroom uses and indicate readability level of material. Whenever possible, materials have been analyzed for readability using the Fry Readability Formula. When available, publisher assessment of readability has been included. Results of the Fry Readability Formula are indicated immediately following the annotations.

Ordering information accompanies each description of materials. Costs have been listed as they appear in the publishers' catalogs of 1976 or 1977, and are subject to change. An alphabetical list of publishing companies and their addresses is included at the end of the bibliography. All addresses are given for the Eastern Region of the United States. For ordering in other regions, consult the publishers' catalog.

Subject Headings and Reference Pages

Subject Headings	Page
Junior High Content Areas	4 - 35
Career Education	4
English	7
Health and Physical Education	14
Home Economics	16
Industrial Arts	17
Mathematics	18
Reading	20
Science	28
Social Studies	30
Values Education	35
Adult Performance Level (APL)	36 - 47
Community Resources	36
Consumer Education	38
Government and Law	40
Health	41
Occupational Knowledge	42

CAREER EDUCATION

Follett Publishing Company

- *Accent/The World of Work Series*, Dare, Beatrice F. and Edward J. Wolfe.

The series is recommended for junior high students reading at the 3rd and 4th grade levels. Social skills related to the world of work are presented in realistic situations. Emphasizes vocabulary development and comprehension skills through exercises related to short reading passages.

Fry Readability - 5th grade

#1990	Getting That Job	$ .90
#1991	Instructor's Book	1.65
#1995	You and Your Occupation	.90
#1996	Instructor's Book	1.65
#2000	Keeping That Job	.90
#2001	Instructor's Book	1.65
#2005	You and Your Pay	.90
#2006	Instructor's Book	1.65

- *The Turner Career Guidance Series*, Revised, Turner, Richard H.

Six workbooks provide structured daily lessons that present a program in career planning. Written at 5th and 6th grade level for secondary school students and adults.

Fry Readability - 5th and 6th grade

#0592	Wanting a Job	$1.29
#0593	Training for a Job	1.29
#0594	Starting a Job	1.29
#0595	Looking for a Job	1.29
#0596	Holding a Job	1.29
#0597	Changing a Job	1.29
#0598	Teacher's Guide	1.77

Globe Book Company, Inc.

- *All in a Day's Work*, Baygell, Miriam Levitt and Anne Ackerman.

A collection of true stories dealing with different careers for the junior high student who is reading at the 2nd or 3rd grade level.

Fry Readability - 5th grade

#0-87065-927-8	All in a Day's Work	$2.70
	Teaching Guide	gratis

- *Pathways to Careers*, Karlin, Muriel Schoenbrun and Morton Margules.

A junior high easy-reading text for career planning. Begins with an introduction to different careers and interests. Gives experience in looking for a job, preparing a resume and getting ready for a job interview.

Fry Readability - 8th grade

#8-87065-399-7	Pathways to Careers	$2.70

McGraw-Hill Book Company

- *What Job For Me?*

A series of books containing short stories about people in different occupations. Comprehension exercises follow the readings to check for understanding.

Fry Readability - 2nd-3rd grade

#07-079986-5	Series of 18 titles	$19.95

Frank E. Richards Publishing Co.

- *The Getting Along Series of Skills*, Mooney, Thomas J.

Pre-vocational and vocational workbooks stressing development of reading, spelling and arithmetic skills. Reading skills include comprehension and vocabulary with exercises and reading passages that focus on the world of work.

Fry readability - 3rd grade

#121	Vol. I	$1.75
#122	Vol. II	1.75
#123	Vol. III	1.75
#124	Vol. IV	1.75
#125	Vol. V	1.75

- *Getting Ready for Pay Day*, Hudson, Margaret W. and Ann Weaver Major.

Series prepares students in pre-vocational and vocational courses for reading material associated with the world of work. Three workbooks contain exercises in the following areas: checking accounts, savings accounts and planning ahead. Students get practice in writing checks, planning a budget and reading forms.

Fry Readability - 4th grade

#126	Book 1	Checking Accounts	$1.50
#127	Book 2	Savings Accounts	1.50
#128	Boox 3	Planning Ahead	1.50

- *On the Job*, Hudson, Margaret W. and Ann H. Weaver.

A pre-vocational workbook comprised of exercises based on work-related information. Useful for developing vocabulary and comprehension skills for the slow-learner in junior high.

#157 Paper cover $1.50

Science Research Associates

- *New Rochester Occupational Reading Series.*

Provides reading instruction and information about the working world. Intended for use with potential dropouts or slow learners in adult education, remedial reading, foreign-born or manpower classes. Text printed at three reading levels (grades 2 to 5) and covers same material at all levels.

Fry Readability - 4th to 7th grade

Level I		
#5-1911	The Job Ahead (textbook)	$6.05
#5-1917	Exercise Book (set of 5)	4.50
#5-1901	Teacher's Guide	1.71
Level II		
#5-1921	The Job Ahead (textbook)	6.05
#5-1927	Exercise Book (set of 5)	4.50
#5-1901	Teacher's Guide	1.71
Level III		
#5-1931	The Job Ahead (textbook)	6.05
#5-1937	Exercise Book (set of 5)	4.50
#5-1901	Teacher's Guide	1.71

ENGLISH

Allyn and Bacon

- *Study Skills for Information Retrieval*, Barnes, D. L. and Arlene Burgdorf.

A series of workbooks with exercises designed to develop use of reference skills. Books 1 to 3 provide practice in the use of reference materials (dictionary, parts of book, library, charts and graphs). Book 4 is an introduction to the use of audio-visual materials and equipment.

#4939883	Study Skills, I	$2.22
#4939891	Teacher's Edition	2.43
#4939905	Study Skills, II	2.22
#4939913	Teacher's Edition	2.43
#4939921	Study Skills, III	2.22
#493993X	Teacher's Edition	2.43
#4939948	Study Skills, IV	2.22
#4939956	Teacher's Edition	2.43

Argus Communications

- *Lifeline*

A values education program designed to develop listening, speaking, reading and writing skills through approaches to values training in the junior high.

Fry Readability - 4th grade

#6001	Sensitivity Cards (46)	$10.00	
#6002	Consequences Cards (71)	10.00	
#6003	Points of View Cards (63)	10.00	
#6101	Proving the Rule booklets	3.00	(11 or more)
#6201	Learning to Care: Teacher's Guide	10.00	
#6102	What Would You Have Done?	3.00	(11 or more)

Cambridge Book Company

- *Cambridge Skill Power Series.*

Reading selections are arranged in three areas: literature, science and social studies. High interest readings emphasize comprehension skills: finding the main idea, words in context, cause and effect, writer's opinion, inferences and conclusions. Passages within each of the content areas are arranged in 4 sections that increase in readability from section 1 to section 4.

Fry Readability - Book 1 - 7th-10th grade
Book 2 - 9th-college

#890041	Skills in Reading I	$2.76
#890130	Skills in Reading II	2.76

- *The Reading Line*, Reiter, Irene M.

A reading and study skills improvement program that is based on knowledge of the way students read. It offers passages at different reading levels in each of 6 content area workbooks and guides students through each reading to achieve comprehensibility.
Fry Readability - 6th-12th grade

#807845	TRL - English Language and Literature	$2.52
#807853	TRL - Science	2.52
#807861	TRL - Mathematics	2.52
#80787X	TRL - Social Studies	2.52
#807888	TRL - Business	1.50
#807896	TRL - Vocational/Technical	1.50
#807934	TRL - Teacher's Guide	1.50
#80790X	Reading Line Lab (The Think Box)	103.50

Vocational Guidelines

- *Guidelines to Better English*, Haag, Lydia D.

A high interest, remedial English workbook. Lessons in English grammar are followed with practice exercises designed to improve language usage for the low achieving students. Four workbooks at increasing levels of reading difficulty are intended for grades 4 through adult.
Fry Readability - 4th-7th grades

#601-1	Level 1	$1.59
#602-X	Level 2	1.59
#603-8	Level 3	1.59
#604-6	Level 4	1.59

Educators Publishing Service

- *Language Training for Adolescents*, Bywaters, Dorothy M.

An integrated program using a structured approach to teaching language skills to adolescents with language disabilities. Contains: Curriculum Outline and Guide to Supplementary Materials; Student's Workbook; and Affix and Root Cards. The curriculum outline is aimed at helping the teacher plan 20 lessons with a guide to materials that strengthen the curriculum. The workbook contains exercises and tests. The 160 Affix and root cards are intended to strengthen word attack skills.

Curriculum Outline and Guide to Supplementary Materials	$5.20
Student's Workbook	1.80
Affix and Root Cards	8.50

- *Reading Comprehension in Varied Subject Matter*, Ervin, Jane.

Series includes 10 workbooks for grades 3 to 12. Books 2 thru 7 are appropriate for the junior high school. Each book is made up of 31 selections in various subject areas. Selections designed to improve vocabulary and comprehension skills.

Fry Readability - 7th-10th grade

Workbooks $1.45 @

Globe Book Company

- *English on the Job*, Carlin, Jerome and John T. Ellsworth.

A series of texts designed to improve language usage in both oral and written expression. Stress is on clear thinking and logical arrangement of ideas. Texts cover a wide range of comprehension and study skills.

Fry Readability - 7th grade

#0-87065-130-7	Book A	$4.35
#0-87065-131-5	Book B	4.50
#0-87065-132-3	Book C	4.65
#0-87065-134-X	Book 1	4.80
#0-87065-135-8	Book 2	4.95

- *Vocational English*, Jochen, Albert E. and Benjamin Shapiro.

Texts are designed to provide vocational students with language skills needed in work situations. Common errors in language usage are pointed out and followed by practice in speaking and writing skills. Vocabulary development and guides to comprehension are the focal points for developing reading skills.

Fry Readability - 5th-6th grade

	Softcover edition	Hardcover edition
Book 1	$2.85	$3.75
Book 2	3.00	3.90
Book 3	3.15	4.05

Teaching guides - free

Harcourt Brace Jovanovich

- *The Adventures of Literature Series.*

The series is designed to incorporate the development of reading skills with the study of literature. Three texts are specifically intended for junior high school. Each text has a book of tests and a teacher's edition that gives an overview of the reading development and writing programs.

Fry Readability - 7th-9th grade

#335130-6	Adventures for Readers Book I	(grade 7)	$7.35
#335133-0	Adventures for Readers BookII	(grade 8)	7.80
#335136-5	Adventures in Reading	(grade 9)	7.80

- *English: Target Series.*

Series used a "linguistic" approach to improving language usage. Emphasizes the use of language rather than talking about language. High interest science fiction stories have a controlled readability (grade levels 4-5 based on Dale-Chall formula). Practice exercises accompanying the stories require the student to construct sentences, identify correct usage and use comprehension skills.

Fry Readability - 4th&5th grade

#313950-1	English: Target 1 - The Space Visitors	$2.70
#313955-2	Teacher's Edition	3.69
#313960-9	English: Target 2 - The Time Capsule	2.85
#313965-X	Teacher's Edition	3.84

- *The New Companion Series: Adventures in Literature*

The 6 book series of anthologies in literature is designed for reluctant readers in grades 7 to 12. The literature is high in interest with a built-in reading improvement program. Each text is accompanied by a teacher's manual and a book of reading tests.

Fry Readability - 6th-8th grade

#337330-X	Adventures for You - Grade 7	$4.95
#337350-4	Adventures Ahead - Grade 8	4.95
#337370-9	Adventures for Today - Grade 9	5.55

- *The Reading/Writing Workshop Program.*

Each of 4 worktexts presents 20 lessons that include, first, the analyses of descriptive writing and second, practice in writing a descriptive passage. The reading section points out how the author organizes details, develops ideas and puts ideas into meaningful sequence. Each reading lesson is followed by guided instruction for the student to help him write similar compositions. Books A and B are designed for junior high.

Fry Readability - 7th grade

#335180-2	Reading/Writing Workshop A	$2.70
#335185-3	Teacher's Manual	.45
#335215-9	Reading/Writing Workshop B	2.70
#335220-5	Teacher's Manual	.45

- *Making Contact*, Stein, Howard.

Six paperbacks examine a wide variety of media and communication forms. The books are activity oriented for students in grades 7-12.

Fry Readability - 8th grade

A Time to Speak	$3.60
Electric Media	3.30
Visual Persuasion	3.30
Print Media	3.30
Nonverbal Communication	3.30
Movies	3.30
Teacher's Manual	1.20 @

Jamestown Publishers

- *Comprehension Skills Series*, Giroux, James A.

A 9-booklet series designed to develop specific reading comprehension skills. Each booklet contains: (1) a description of the skill, (2) a lesson teaching its use, (3) a sample exercise for reinforcement and (4) 30 practice exercises consisting of passages and questions available on 2 levels: (1) for middle school and adult basic students; and (2) for high school and college.

Fry Readability - 5th grade

Comprehension Skills Classroom Kit	$121.50
Booklets	1.75 @
Cassettes	6.50 @

Charles E. Merrill

- *Merrill Mainstream Book Series.*

Series provides high-interest, easy to read literature for reluctant readers. Five paperback anthologies are comprised of short stories, poems, biographies, drama, television scripts, articles and speeches.

Fry Readability - 6th and 7th grade

#02310-6	Courage Under Fire	$2.25
#02320-3	Against the Odds	2.25
#02330-0	They Were First	2.25
#02340-8	The New Directions	2.25
#02350-5	People Like You	2.25

Scholastic Book Services

- *Across and Down*, Charry, Lawrence B.

Thirty-seven crossword puzzles teach basic phonics and build vocabulary for junior high students reading on the 4th-6th grade levels. Includes dictionary, table of information, abbreviations and rules for spelling and punctuation.
(Scope/Word Skills, 1)

#3360	Across and Down	$1.00

- *Action*.

Series designed for severely retarded readers in secondary schools. The stories, plays and exercises are intended for motivation, reading skill building and confidence building. Each set contains 3 unit books, an LP record, an anthology of stories, an anthology of plays, 6 posters, a teaching guide and a storage/display box.
Fry Readability - 3rd grade

Unit Books	$ 1.00 @
Action Record LP	7.00 @
Action Short Story Anthology	2.20 @
Take 12/Action Plays	2.20 @
Action Posters	7.25 @
Action Unit (for 20 students)	129.50

- *Countdown*, Goldsweig, Beryl.

Book of mysteries, sports articles, jokes and exercises. Designed to develop skills in map reading, skimming, using parts of a book, identifying main idea and identifying supporting details. Intended for use with junior high students reading at a 4th to 6th grade level.
(Scope/Study Skills, 1)

#8702	Countdown	$1.00 @

- *Dimensions*.

Forty-nine true stories (200-2000 words each) written at the 4th to 6th grade levels with exercises designed to strengthen 3 skill areas: (1) finding the author's purpose, (2) identifying faulty generalizations, and (3) recognizing opposities.
(Scope/Reading Skills, 2)

#3359	Dimensions	$1.00 @

- *Go Reading in the Content Areas.*

Series covers 4 major content areas (English, math, social studies and science) at grade levels 4 to 8. The selections are designed to assist students with the reading and study skills needed to understand basic concepts in different school subjects.

Fry Readability - 2nd to 7th grade

Skills Text	$ 2.50 @	
Ditto Masters	12.50	
Teaching Guide	5.00	(free with 20 skills texts)

Science Research Associates, Inc.

- *Getting It Together*, Goldberg, H. and B. Greenberger.

A basal or supplementary reading text for grades 9 to 12. Provides high-interest stories for teenagers with each of 3 texts presenting same content at 3 different reading levels.

Fry Readability - 1st-5th grade

Soft-cover readers	$ 3.37
Hard-cover readers	5.65
Student Resource Book	3.48
Teacher's Guide	1.71
Specimen Set	15.30

Troll Associates

- *Look It Up: How to Get Information*

Four filmstrips with 2 cassettes which describe the use of reference materials: dictionaries, card catalogs, encyclopedias, and atlases.

Look It Up	$44.00

HEALTH AND PHYSICAL EDUCATION

Book-Lab

- *Let's Talk About Drugs*, Collins, Claris.

A 24 lesson workbook for drug education classes for grades 6 to 10. The program is described in the teacher's guide. Activities in the workbooks are varied. They include: puzzles, word games and fill-in diagrams.

SEE: Health (APL)

Let's Talk About Drugs - A Teacher's Guide	$1.75
Let's Talk About Drugs - 10 student workbooks	8.00

Bowmar

- *Play the Game*, McAdam, Robert.

A series of sports stories written about real players. Stories designed to give biographical data on sports figures, reflect life's values through sports and encourage active participation in sports.

Fry Readability - 3rd-9th grade

Play the Game Books	$2.50 @
Teacher's Guide	2.10 @

Boy Scouts of America

- *Scout Skill Books Series*, Cole, Nancy Cowles.

A series of 12 booklets and teacher's guides containing adaptations from the Scout Handbook. Content is designed for use in the 5th to 8th grades with students reading below grade level. Teacher guides suggest activities and use of booklets in various content areas.

Fry Readability - 2nd-5th grade (prices not available)

Communications Skill Book
Community Living Skill Book
Cooking Skill Book
Family Living Skill Book
First Aid Skill Book
Physical Fitness Skill Book

Globe Book Company

- *Getting It Together: A Psychology Book for Today's Problems*, Harrison, Phyllis Anne.

A text for junior high students reading at the 5th grade level. Includes discussions of alcohol, drugs, sex, venereal disease and health. Each selection is followed by study aids for vocabulary and comprehension development.

Fry Readability - 5th grade

#0-87065-920-0 Getting It Together $2.40

HOME ECONOMICS

Boy Scouts of America

- *Scout Skill Books Series*, Cole, Nancy Cowles.

SEE: Health and Physical Education

Fearon Publishing Company

- *Planning Meals and Shopping*, Weaver, Ann A.

A text workbook for slow learners designed to help them perform two basic homemaking tasks effectively. Students learn basic nutrition, how to plan economical and nourishing meals, and how to budget money for food purchases. Vocabulary development receives the most emphasis in the workbook.

Fry Readability - 2nd grade

#0-8224-5450-5	Manual	$1.65

Follett Publishing Company

- *The Turner-Livingston Reading Series*.

Six workbooks contain 138 daily lessons designed to strengthen reading skills for remedial readers at the secondary level. Lessons develop understanding of social behavior, language and arithmetic.

Fry Readability - 4th-6th grade

#0532	The Money You Spend	$1.29
#0533	The Town You Live In	1.29
#0534	The Jobs You Get	1.29
#0535	The Person You Are	1.29
#0536	The Friends You Make	1.29
#0537	The Family You Belong To	1.29
#0538	Teacher's Guide	1.77

Globe Book Company

- *Living in a Consumer's World*, Finkelstein, Milton and Arthur Mitzburg.

Text encourages students to examine their roles as responsible consumers. Six units discuss buying cars, food, clothing, appliances, housing and insurance. Features include: role-playing exercises; a Mini-Dictionary of terms, questions, photographs, reproductions of advertisements, charts and tables.

Fry Readability - 5th grade

#0-87065-552-3	Softcover text	$5.49
#0-87065-553-1	Hardcover text	6.48
	Teacher's Guide	Free

INDUSTRIAL ARTS

Cambridge Book Company

- *The Reading Line*, Reiter, Irene M.

  SEE: English

Educators Publishing Service

- *Reading Comprehension in Varied Subject Areas*, Ervin, Jane.

  SEE: English

McGraw-Hill Book Company

- *What Job For Me?*

  SEE: Career Education

MATH

Cambridge Book Company

- *The Reading Line*, Reiter, Irene M.

SEE: English

Educational Activities, Inc.

- *How To Read in the Content Areas*, Insel, Eunice and A. N. Rabin.

Multi-media, self-instructional learning kit for junior high students experiencing learning difficulties in math, science and social studies. Comprehension, vocabulary and study skill building are presented through activity books and cassettes.
Fry Readability - 6th grade

#AKC 590 Kit $48.95

Globe Book Company

- *Exploring Algebra: Insights and Skills*, Schor, Harry and Gloria Ming.

Three books offer a balanced emphasis on concepts, relationships and computational skills. Algebra presented at a slow pace offering vocabulary aids, lesson-length chapters, exercises and summaries.

# 0-87065-864-6	Part I	$3.15
# 0-87065-866-2	Part II	3.15
# 0-87065-868-9	Part III	3.15
# 0-87065-872-7	Teaching Guide for Parts I, II, and III	3.00

Harcourt, Brace, Jovanovich, Inc.

- *Key Ideas in Mathematics Concepts and Applications*, Geradi, William J., Wilmer L. Jones and Thomas R. Foster.

A ninth-grade text and workbook for teaching general mathematics, some algebra and some geometry. Instruction focuses on one key concept at a time with lessons geared toward the applications of concepts to practical experience. Makes use of visuals to simplify explanations.

Textbook	$ 6.75
Teacher's Edition	7.38
Workbook	2.49
Duplicating Masters	39.00
Teacher's edition of workbook	3.48
Tests	.90

Scholastic Book Services

- *Go-Reading in the Content Areas.*

SEE: English

READING

Amidon Associates

- *Developmental Reading: Diagnostic/Prescriptive Program.*

A developmental reading program for grades K to 12. Diagnostic tests help teacher determine starting points for individuals. Workbooks provide practice for developmental growth in reading. Begins with readiness stage and progresses through vocabulary comprehension and study skills useful in the content areas. "Fundamental Stage: Advanced" is the part of the program most suitable for junior high.

(See publishers catalog for price list)

- *Listen: Hear, Classroom Unit for Teaching Listening Skills.*

Programmed unit for developing listening skills in grades 6 to 8. Completely self-pacing with full directions given by tape. Set includes: tapes; progress charts and pupil response booklets. Each tape is a separate lesson designed to develop attentive listening habits.

Tapes/Charts/Pupil Response Booklets $79.50

CENCO Educational Aids

- *The CENCO Reading Improvement Course.*

A program designed to introduce, develop and build upon the reading skills necessary for a student to progress from a beginning 5th grade reading level to the 9th grade level. By increasing the span of recognition and fixation time, the program attempts to eliminate poor reading habits.

Pre-high school program	$49.50
Workbook (pkg. of 10)	5.00
8 lesson rolls	16.00
pacer	40.00
Teacher's Guide	1.50

Communacad

- *Wordcraft/1, Wordcraft/2, and Wordcraft/3*, Evans, Bergan.

A multimedia approach to vocabulary development at 3 levels. Presented in filmstrips, cassette tapes and student manuals. All words used in meaningful context through stories and historical narratives.

Wordcraft/1	$74.90
Wordcraft/2	49.90
Wordcraft/3	49.90

The Continental Press

- *Reading - Thinking Skills*.

The series is designed to teach critical reading skills for grades 1 to 6, but levels 3 to 6 are appropriate for slow readers in junior high. Exercises provide practice in getting word meaning, seeing relationships, making evaluations, making inferences, making generalizations, selecting and organizing. Combines critical thinking and critical reading for developing better comprehension.

Liquid Duplicating Edition
6 levels for Grade 1 - $3.95 @
2 levels for each grade (2-6) - $3.95 @
Teacher's guide - free

Individual Pupil Book Edition
3 books for grade 1 - $.64 @
1 book for each grade (2-6) - $.64 @
Teacher's guide - free

J. M. Dent

- *Wordcraft 1*, Rittenhouse, Charles, John Metcalf, and Juliette Dowling.

A planned course in vocabulary development that uses exercises for class discussion or writing. Roots, prefixes, suffixes, homonyms, and idioms are all given attention. Each unit begins with an opening, explanatory, passage and ends with a review of meaning and a spelling exercise.

Fry Readability - 9th grade

Wordcraft	$3.40

Educators Publishing Service

- *Word Attack Manual*, Rudd, Josephine.

Developed for junior high students having difficulty with word attack and spelling skills. Each of the 10 comprehensive lessons is divided into: instruction; review; practical application and testing.

Fry Readability - 8th grade

#8100	Word Attack Manual and Test Booklet	$3.00
# 99	Teacher's Answer Key	1.00
# 101	Word Attack Manual (only)	2.40
# 102	Test Booklet (only)	.80

Globe Book Company

- *Achieving Reading Skills*, Elfert, William, Alfred Weinstein and Lawrence H. Fergenbaum.

A reading program contained in 1 book that provides students with high-interest stories written at 4th to 7th grade levels. Sections of book are constructed to progress from literal to evaluative levels. Exercises accompany each selection with questions aimed at specific reading skills.

Fry Readability - 5th-7th grade

#0-87065-101-3 Achieving Reading Skills $3.36

Jamestown Publishers

- *Comprehension Skills Series*, Giroux, James A.

SEE: English

- *Six Way Paragraphs: 100 Passages for Developing the Six Essential Categories of Comprehension*, Pauk, Walter.

Text contains 100 passages with questions designed to develop 6 essential categories of comprehension. Passages have been chosen from journals and magazines with readability ranging from grade 6 to 13 (Dale-Chall readability formula).

Fry Readability - 6th-college level

Text $3.20
No separate manual or key

- *A Skill at a Time*, Pauk, Walter

Ten booklets for helping students master 10 essential reading skills. Each booklet contains: a detailed lesson; 100 graded passages of ascending difficulty (selected from well-known books); an answer key and student progress chart. Skills: (1) Vocabulary in context, (2) Using the signal words, (3) Understanding figurative language, (4) Getting the author's tone, (5) Reading between the lines, (6) Getting the main point, (7) Recognizing traits of character, (8) Recognizing points of view, (9) Perceiving the author's intent, and (10) Perceiving structure.

Fry Readability - 9th-college level

Booklets $1.60 @

J. B. Lippincott Company

- *Reading for Meaning*, Guiles, Coleman.

Levels 7, 8 and 9 intended for use with junior high students. Books provide practice in 6 basic reading skills: (1) getting word meaning, (2) getting total meaning, (3) getting the central thought, (4) getting detailed meanings, (5) seeing the organization and, (6) making inference and drawing conclusions.

Fry Readability - 6th-9th grade

McCormick-Mathers

- *Building Reading Skills*.

A developmental program of word analysis to reinforce comprehension in reading. Six text-practice books contain skill exercises in word attack skills as well as practice in understanding word meanings. Emphasis is on developing the skills of using context clues and comprehending phrases, sentences and paragraphs.
Fry Readability - 2nd-6th grade

#90861-9	Level 1	$1.29
#90869-4	Level 2	1.29
#90877-5	Level 3	1.17
#90886-4	Level 4	1.17
#90894-5	Level 5	1.17
#90903-8	Level 6	1.17

- *Phonics Crossword Puzzles*, Kramer, Rita M.

Puzzles designed for elementary grades but could be used to develop skill in phonetic analysis at the junior high level. Each puzzle emphasizes a particular sound, sound pattern or phonetic principle. Books B and C are prepared for students in grades 3 to 6.

#90445-1	Book B	$ .93
#90447-8	Teacher's Edition	1.50
#90449-4	Book C	.93
#90451-6	Teacher's Edition	1.50

McGraw-Hill

- *Conquests in Reading*, Kottsmeyer, William and Kay Ware.

A remedial workbook for the middle grades and junior high designed to build phonetic and structural analysis skills. Dolch's 220 basic sight words are gradually introduced and taught through appropriate word attack skills.

#07-033765-9	Pupil's Text-Workbook	$1.53
#07-033764-0	Teacher's Edition	2.31

- *Reading for Concepts*, Liddle, William.

An 8 book series for remedial and developmental reading classes uses non-fiction stories and narratives to increase comprehension skills. Practice in reading is provided with stress on critical reading, making inferences and drawing conclusions.
Fry Readability - 2nd-7th grade

#07-037781-2	Book A	$2.10	#07-037785-5	Book E	$2.10
#07-037782-0	Book B	2.10	#07-037786-3	Book F	2.40
#07-037783-9	Book C	2.10	#07-037787-1	Book G	2.40
#07-037784-7	Book D	2.10	#07-037788-X	Book H	2.40
			#07-037789-8	Teacher's Guide	1.08

- *New Modern Reading Skilltext Series*, Holl, Adelaide.

Series is comprised of 3 workbooks for grades 7 to 12 that develop skills needed for reading in the content areas. Emphasis is on a wide range of comprehension, study and vocabulary skills. Cassette tapes accompany the program to facilitate individual or small group work.

#06316-7	Book 1, (Grades 7-9)	$ 1.35
#06326-4	Book 2, (Grades 8-10)	1.35
#06336-1	Book 3 (Grades 9-12)	1.35
#06391-4	Book 1-Teacher's Edition	1.50
#06392-2	Book 2-Teacher's Edition	1.50
#06393-0	Book 3-Teacher's Edition	1.50
#02249-5	Skilltapes-complete set	350.00

- *Really Reading!*, Heilman, Arthur and Elizabeth Holmes.

Text intended for grades 10 to 12 but useful for advanced readers in the 9th grade. Skill building exercises are designed to build mechanical reading skills and to expand conceptual knowledge.

Student's Text	$1.95 @
Teacher's Annotated Edition	2.55

NCS/Educational Systems Division

- *The Wisconsin Design for Reading Skill Development.*

A diagnostic-prescriptive program for reading development. The part of the program designed for the middle grades could be used for reading improvement at the junior high level. The Design includes 6 elements: word attack, comprenension, study skills, self-directed reading, interpretive reading and creative reading. Skills are implemented through the following components: Outline of Reading Skills; Wisconsin Tests; Skill Development Records; Teacher's Resource Files; and Guides to Individual Skill Assessment.

(See publisher information for prices)

Readers Digest Services

- *Point 31: Remedial Reading Program*, Christesen, Barbara.

A complete remedial reading program for secondary education students who are non-readers or below-grade-level readers. The program is set up in 4 levels of readability: (1) Decoding (0-1.9), (2) Level 1 (1.5-2.9), (3) Level 2 (2.5-3.9) and (4) Level 3 (3.5-4.9). The decoding level emphasizes symbol to sound relationships and includes: a placement test, a workbook, audio cassettes and a posttest. The components of the 3 reading levels are: 2 magazines per level, activity books, audio cassettes, and posttests.

Fry Readability (Magazines) 1st-4th grade

#918	Corrective Reading Center	$367.50
#915	Reading 1 Lab	175.50
#916	Reading 2 Lab	96.00
#917	Reading 3 Lab	96.00

Reading Laboratory

- *Developmental Reading Program.*

An individualized program aimed at providing techniques for effective reading comprehension. The student manual is a self-pacing workbook which includes a description of the mechanics and specific skills used in the reading process. The program can be integrated into the content areas for better readers in 9th grade.
Fry Readability - 10th grade

Developmental Reading Program $99.50

- *Reading Skill File.*

A developmental reading and study skills program organized by content areas at 9 levels of reading difficulty. Timed readings with comprehension and vocabulary exercises are from the fields of literature, history, science and art. Exercise cards provide practice in effective use of graphs, maps, charts, diagrams and parts of a book.

Reading Skill File $99.50

Scholastic Book Services

- *Action Word Attack Skills Supplement.*

Contains 40 spirit masters to accompany Action unit books. Provides review for unit books and practice in following directions for students reading below 5th grade level.

Skills Supplement $12.50

- *Scope/Language Skills.*

Thirty-three lessons based on mystery stories focus on language usage problems. The workbook, Trackdown, is intended to develop critical reading and reasoning skills.
Fry Readability - 5th grade

#2701 Trackdown $1.00

- *Scope/Reading Skills.*

A series of 3 books on topics of interest to teenagers emphasizes comprehension skills in these specific areas: finding the main idea, remembering details, using context clues, finding the author's purpose, identifying faulty generalizations, and understanding synonyms and antonyms.

Fry Readability - 4th-6th grade

#3358	Wide World	$1.00
#3359	Dimensions	1.00
#8703	Spotlight	1.00
#8830	Chiller and Thrillers	1.00

- *Scope/Speed Reading Skills.*

One book titled Sprint offers interesting articles for timed-reading lessons. The book is designed to build confidence in poor readers by stressing comprehension along with efficiency and speed.

Fry Readability - 6th grade

#8704	Sprint	$1.00

- *Scope Visuals.*

The series is a compilation of booklets containing spirit masters and transparancies for teaching junior high students reading at 4th to 6th grade levels. Specific skills are presented within 7 general skill areas: (1) reading skills, (2) word skills, (3) spelling skills, (4) language skills, (5) reasoning skills, (6) reference skills and (7) job/career skills.

Most booklets $6.95
See catalog for complete price list

Science Research Associates

- *How to Read Factual Literature*, Pauk, Walter.

A 3-book program designed for grade 7 to adult readers who need to develop skills in critical reading. Books 1 and 2 are appropriate for junior high students having difficulty with textbook subject matter.

#13-61	Book 1 (Levels 7-8)	$3.96
#13-62	Book 2 (Levels 9-10)	3.96
#13-63	Book 3 (Levels 11-12)	3.96
#13-65	Instructor's Guide	1.00

Teachers College Press

- *Gates-Peardon Reading Exercises*, Gates, Arthur and Celeste C. Peardon.

Series is designed to strengthen and build reading skills for remedial readers. The booklets provide reading exercises with questions covering skill stressed in each booklet. Intermediate and advanced levels cover 3 skill areas: (1) What is the Story About? (2) Can You Remember Details?, and (3) Can You Follow Directions?
Fry Readability - 6th-8th grade

Intermediate and Advanced Levels	
Booklet	$ .90 @
Record sheets (35)	1.75
Manual/answer key	.30 @
Gates-Peardon Kit (one of each booklet)	11.00

SCIENCE

Cambridge Book Company

- *Cambridge Skill Power Series.*

  SEE: English

- *The Reading Line*, Reiter, Irene M.

  SEE: English

Educational Activities

- *How to Read in the Content Areas*, Insel, Eunice.

  SEE: Math

Educators Publishing Service

- *Reading Comprehension in Varied Subject Matter*, Ervin, Jane.

  SEE: English

Globe Book Company

- *Pathways in Science*, Oxenhorn, Joseph M. and Michael N. Idelsen.

  A complete secondary program for students reading at the 5th and 6th grade levels. Approaches science through subjects already familiar to the students. Observations, demonstrations and experiments planned to coincide with experiences in the students' daily lives. Includes: biology, chemistry, earth science and physics.

  Fry Readability - 4th-7th grade

Hardcover editions	$3.96 @
Softcover editions	2.94 @
Teaching Guide	free on request

Reader's Digest Services, Inc.

- *Science Reader*, Branley, Franklin M.

  Seven science readers for grades 3 to 9 with a controlled readability on levels 2 to 6. Books contain high-interest articles on 4 major themes: (1) Earth; (2) Astronomy and Space; (3) Matter and Energy; and (4) Living Things. Each reader is accompanied by 16 skill sheets on duplicating masters.

Readers	$ 1.65 @
Duplicating Masters	3.96 per set
Content Reader Teacher's Guide	.51
Science Reading Kit	89.40

Scholastic Book Services

- *Go-Reading in the Content Areas.*

SEE: English

SOCIAL STUDIES

Book-Lab

- *Individualized Reading Series*, Meltzer, Ida S.

The series provides reading and language activities for students in grades 4 to 8. Features stories about famous Black men and women, and events in Black history. Varied activities follow each story to develop concepts centered around vocabulary.
Fry Readability - 6th-9th grade

#4503	Series A (10 copies of each of 4 books)	$18.00
#4703	Series B (10 copies of each of 4 books)	18.00

Boy Scouts of America

- *Scout Skill Books Series*, Cole, Nancy Cowles.

SEE: Health and Physical Education

Cambridge Book Company

- *Cambridge Skill Power Series*.

SEE: English

- *The Reading Line*, Reiter, Irene M.

SEE: English

Continental Press

- *Outline Maps*, Cockerille, Clara E.

Four sets of liquid duplicating masters containing outline maps. Available in packs of transparencies as well, for teaching map reading in all grades.

	Duplicators	30 Transparancies
Western Hemisphere	$3.95	$24.50
Eastern Hemisphere	3.95	24.50
Junior High maps	4.25	24.50
Set of 60 Transparancies		47.50

Educational Activities, Inc.

- *How to Read in the Content Areas*, Insel, Eunice and A. N. Rabin.

  SEE: Math

Educators Publishing Service, Inc.

- *Reading Comprehension in Varied Subject Matter*, Ervin, Jane.

  SEE: English

Follett Publishing Co.

- *The Turner-Livingston Reading Series*, Turner, Richard A.

  SEE: Home Economics

Globe Book Company

- *Forms in Your Future*, Goltry, M.

  Workbook that provides practical experience in reading and filling out 24 actual forms students will encounter in adult life. Each lesson begins with an easy-to-read introduction and a brief vocabulary exercise.

  Fry Readability - 6th grade

#0-87065-922-7	Softcover Text	$2.25
	Teaching Guide	free

- *Getting It Together: A Psychology Book for Today's Problems*, Harrison, Phyllis Anne.

  SEE: Health and Physical Education

- *Living in a Consumer's World*, Finkelstein, Milton and Arthur Nitzberg.

  SEE: Home Economics

New Readers Press

- *Reading for Living Series*.

  Consists of 8 independent study units, each centered around a skill which requires reading or writing. Titles are: How to Read Maps; How to Read Signs; Instructions on Safety; How to Read and Write Personal Letters; How to Read and Write Business Letters; How to Use Telephones; How to Use the Dictionary and Other Reference Books; and How to Read Newspapers.

  Fry Readability - 7th-8th grade

Each unit	$ .50
Series	4.00

Reader's Digest Services

- *Social Science Reader.*

Seven readers for grades 3 to 9 with a controlled readability on levels 2 to 6. Books contain high-interest articles on 4 major themes: (1) Family, (2) Community, (3) Nature, and (4) World.
Fry Readability - 2nd-7th grade

Readers	$ 1.65 @
Duplicating Masters	3.96 per set
Content Reader Teacher's Guide	.51 @
Social Science Reading Kit	89.40

Reading Laboratory

- *The NewsRead Series.*

The series, based on newspaper reports, is published in 3 sub-series for use with junior high students. Each report is between 500 and 800 words long and focuses on a current topic of interest. Exercises are intended to develop vocabulary and comprehension skills.
Fry Readability - 6th grade

Newsread/Newspeople	$49.50
Newsread/Energy and Ecology	49.50
Newsread/Variety Pak	39.50

Relevant Productions

- *Personal Reading Modules*, Wylie, Richard E.

The modules are designed to increase reading interest by providing information on important social and economic experiences. Each package consists of a cassette tape on one of five topics; 30 pamphlets with printed material and activities on the topic; and 30 reading skill sheets stressing vocabulary, comprehension and critical thinking skills.
Fry Readability - 7th grade

Consumerism	$31.75
How to Handle Money	31.75
Understanding Ads	31.75
How to Read a Map	31.75
Interest	31.75

Richards, Frank E.

- *Family Life*, Prevo, Helen.

Social adjustment textbooks for the educable mentally retarded provide examples of problem solving for persons of limited education and low income. Stress is on vocabulary and reading comprehension development.

Fry Readability - 4th-5th grade

#110	Book 1	$2.00
#111	Workbook 1	1.50
#112	Book 2	2.00
#113	Workbook 2	1.00

Scholastic Book Services

- *Go-Reading in the Content Areas.*

SEE: English

- *Search Visuals Series.*

Social studies exercises for students reading at the 4th to 6th grade level. Emphasizes study skills that improve understanding of social studies content. Includes the titles: Reading Charts and Tables; Reading Graphs; Reading Maps I and II; Social Studies Reading Skills; Critical Thinking Skills; Social Studies Crossword Puzzles; and It's Your Verdict.

Workbooks $6.95 @

- *Search Simulations Series.*

Two volumes of classroom activities designed to help students grasp basic concepts in economics and government. The games get the entire class involved in solving situational problems that deal with government and economics.

Fry Readability - 3rd grade

#6146	Shipwreck and Other Search Government Simulations	$.95
#6148	On Strike and Other Search Economics Simulations	.95

Scholastic Magazines, Inc.

- *Scholastic Search.*

A national magazine best suited for social studies classes. Including interviews and reports. Regular features stress reading and study skills; values discussion; TV; films; sports; and interesting facts.

Student edition	$2.10 per school year
Teacher's edition	7.00 per school year

Science Research Associates

- *Getting It Together*, Goldberg, H. and B. Greenberger.

SEE: English

- *SRA Basic Skills Series*, Naslund, Robert.

Series provides learning materials in 4 major skill areas for individual instruction in the social studies. Kits, designed for remedial instruction, emphasize the study and interpretation of visual materials (maps, graphs, charts).

Kits	$160.00
Specimen set	5.50
Pupil Booklets	.88
Teacher's Guide	3.00

J. Weston Walch

- *The Newspaper Comes to the Classroom*, Lowell, Stephen S.

A sourcebook for teaching with the newspaper in grades 6 through 12. Includes 205 student activities that can be used in several content areas.

#R1536-3	Sourcebook	$ 4.00
#T1950R-3	Special Newspaper Package	46.00

- *Propaganda*, Walch, J. Weston.

A worktext that explains the nature of propaganda: what it is, who uses it, how to recognize it, and how to cope with it. Activities encourage reading from various sources for more information. Discussion questions aimed at improving comprehension.
Fry Readability - 10th grade

#R1543-3	Text	$3.25

- *Reading Beyond the Headlines*, Cramer, Ward.

A workbook providing skills needed to read the newspaper intelligently. Texts emphasizes critical reading-thinking skills.
Fry Readability - 10th grade

#1551R-3	Text	$4.00

VALUES EDUCATION

Argus Communications

- *Lifeline.*
  SEE: English

Book-Lab

- *Let's Talk About Drugs*, Collins, Claris.
  SEE: Health

Bowmar

- *Play the Game*, McAdam, Robert.
  SEE: Health and Physical Education

Globe Book Company

- *Getting It Together: A Psychology Book for Today's Problems*, Harrison, Phyllis Anne.
  SEE: Health and Physical Education

Scholastic Magazines

- *Scholastic Search.*
  SEE: Social Studies

Science Research Associates

- *Getting It Together*, Goldberg, H. and B. Greenberger.
  SEE: English

APL AREAS
COMMUNITY RESOURCES

Boy Scouts of America

- *Scout Skill Books Series*, Cole, Nancy Cowles.

  SEE: Health and Physical Education

Follett Publishing Company

- *The Turner-Livingston Communication Series*, Turner, Richard A.

  A series of 138 structured lessons contained in 6 workbooks for students in grades 8 to 10. The lessons help students to understand the facts, concepts and opportunities in the world of modern communication.

  Fry Readability - 5th-6th grade

The Television You Watch	$1.20
The Phone Calls You Make	1.20
The Newspaper You Read	1.20
The Movies You See	1.20
The Letters You Write	1.20
The Language You Speak	1.20
Teacher's Guide	1.65

- *The Turner-Livingston Reading Series*, Turner, Richard.

  SEE: Home Economics

Harcourt, Brace, Jovanovich

- *How to Read Your Newspaper*, Smith, Ruth B. and Barbara Michalak.

  SEE: Social Studies

- *Making Contact Series*.

  SEE: English

New Readers Press

- *Reading for Living Series*.

  SEE: Social Studies

Reading Laboratory

- *The News Read Series*.

  SEE: Social Studies

Relevant Productions

- *Personal Reading Modules Series*, Wylie, Richard E.
  SEE: Social Studies

Frank E. Richards Publishing Company

- *Family Life*, Prevo, Helen.
  SEE: Social Studies

Troll Associates

- *Look It Up: How to Get Information.*
  SEE: English

J. Weston Walch

- *Propaganda*, Walch, J. Weston.
  SEE: Social Studies
- *Reading Beyond the Headlines*, Cramer, Ward.
  SEE: Social Studies

CONSUMER EDUCATION

Boy Scouts of America

- *Scout Skill Books Series*, Cole, Nancy Cowles.
  SEE: Health

Fearon Publishing Company

- *Planning Meals and Shopping*, Weaver, Ann A.
  SEE: Home Economics

Follett Publishing Company

- *The Turner-Livingston Reading Series*, Turner, Richard.
  SEE: Home Economics

Globe Book Company

- *Forms in Your Future*, Goltry, M.
  SEE: Social Studies
- *Living in a Consumer's World*, Finkelstein, Milton and Arthur Nitzburg.
  SEE: Home Economics

Reading Laboratory

- *Newsread Series*.
  SEE: Social Studies

Relevant Productions

- *Personal Reading Modules Series*, Wylie, Richard E.
  SEE: Social Studies

Frank E. Richards Publishing Company

- *Family Life*, Prevo, Helen.
  SEE: Social Studies
- *The Getting Along Series of Skills*, Mooney, Thomas J.
  SEE: Career Education

- *Getting Ready for Pay Day*, Hudson, Margaret W. and Ann Weaver Major.

  SEE: Career Education

- *Using Money Series*.

  A series of 4 workbooks dealing with money concepts, skills and management. Each book includes many visual descriptions to help slow learners understand money management.
  Fry Readability - 6th grade

#171	Counting My Money	$1.75
#172	Making My Money Count	1.75
#173	Buying Power	1.75
#174	Earning, Spending and Saving	1.75

J. Weston Walch

- *Propaganda*, Walch, J. Weston.

  SEE: Social Studies

- *Reading Beyond the Headlines*, Cramer, Ward.

  SEE: Social Studies

GOVERNMENT AND LAW

Follett Publishing Company

- *The Turner-Livingston Reading Series*, Turner, Richard A.
  SEE: Home Economics

Globe Book Company

- *Forms in Your Future*, Goltry, M.
  SEE: Social Studies

Reading Laboratory

- *Newsread Series*.
  SEE: Social Studies

Frank E. Richards Publishing Company

- *Family Life*, Prevo, Helen.
  SEE: Social Studies

Scholastic Book Services

- *Search Simulations*.
  SEE: Social Studies

HEALTH

Book Lab Incorporated

- *Let's Talk About Drugs*, Collins, Chris.
  SEE: Health and Physical Education

Boy Scouts of America

- *Scout Skill Books Series*, Cole, Nancy Cowles.
  SEE: Health and Physical Education

Fearon Publishing Company

- *Planning Meals and Shopping*, Weaver, Ann A.
  SEE: Home Economics

Globe Book Company

- *Getting It Together: A Psychology Book for Today's Problems*, Harrison, Phyllis Anne.
  SEE: Health and Physical Education

Reading Laboratory

- *Newsread Series*.
  SEE: Social Studies

Frank E. Richards

- *Family Life*, Prevo, Helen.
  SEE: Social Studies

OCCUPATIONAL KNOWLEDGE

Follett Publishing Company

- *Ascent/The World of Work Series*, Dare, Beatrice F. and Edward J. Wolfe.
  SEE: Career Education
- *The Turner Career Guidance Series*, Turner, Richard A.
  SEE: Career Education
- *The Turner-Livingston Reading Series*.
  SEE: Home Economics

Globe Book Company

- *All In a Day's Work*, Baygell, Miriam Levitt and Anne Ackerman.
  SEE: Career Education
- *English on the Job*, Carlin, Jerome and John T. Ellsworth.
  SEE: English
- *Forms in Your Future*, Goltry, M.
  SEE: Social Studies
- *Pathways to Careers*, Karlin, Muriel, Schoenbrum and Morton Margules.
  SEE: Career Education
- *Vocational English*, Jochen, Albert E. and Benjamin Shapiro.
  SEE: English

McGraw-Hill Book Company

- *What Job For Me?*
  SEE: Career Education

Frank E. Richards Publishing Company

- *Family Life*, Prevo, Helen.
  SEE: Social Studies
- *The Getting Along Series of Skills*, Mooney, Thomas J.
  SEE: Career Education
- *Getting Ready for Pay Day*, Hudson, Margaret W. and Ann Weaver Major.
  SEE: Career Education

- *On the Job*, Hudson, Margaret W. and Ann H. Weaver.

  SEE: Career Education

Scholastic Book Services

- *Search Simulations*.

  SEE: Social Studies

- *Science Research Associates - The Job Ahead*, Goldberg, Herman R. and Winifred T. Brember.

  SEE: Career Education

PROFESSIONAL MATERIALS

The following is a list of professional materials whose purpose is to aid the content area teacher in implementing reading instruction in his classroom. The list is alphabetical first, by publishing company and second, by title.

Addison-Wesley Publishing Company

- *Teaching Reading in the Middle Grades*, Smith, Richard J. and Thomas C. Barrett.

  Written for teachers of grades 4 to 8. Suggests means of providing developmental reading instruction in any classroom. Describes the process of reading and its development. Suggests diagnostic procedures, activities for the classroom, and methods of instruction. $4.95.

Allyn and Bacon, Inc.

- *Improving Reading in Every Class: A Sourcebook for Teachers*, Thomas, Ellen Lamar and H. Alan Robinson.

  Text describes how every teacher can be a teacher of reading. Makes suggestions for reading instruction in specific content areas. Includes: motivating activities, teaching procedures, practice exercises and enrichment activities. Defines specific reading skills and provides suggestions for their development. $20.00

- *Reading Activities in the Content Areas*, Piercey, Dorothy.

  Special emphasis is on language as a means of thinking in the content areas. Text offers guidelines for the teacher to combine instruction of content with instruction of the learning process. Gives techniques for teaching and activities for learning through the language of the subject area.

American Book Company

- *Helping Children Read Mathematics*, Kane, Robert B., Mary Ann Byrne and Mary Ann Hater.

  Text provides suggestions for helping students acquire the skills needed to effectively read the language of mathematics. Includes hints for instruction in the reading of work problems, the interpretation of symbols and the use of readability formulas to assess the reading difficulty of math materials. $2.80

Cal Press Inc.

- *Reading/Everyday Activities in Life*, Lechtman, Marilyn.

A test to measure functional literacy on nine reading activities used in daily life. Intended for diagnostic or evaluative purposes with students in junior or senior high as well as adult learners. Total cost of package - $43.00

Croft-NEI

- *The Reading Letter.*

A twice monthly publication gives teachers new techniques to reinforce reading instruction, improve reading comprehension and upgrade student reading abilities.

Annual Fee:

1-4 subscriptions	$48.00 @
5-9 subscriptions	39.12 @
10-24 subscriptions	36.00 @
25-49 subscriptions	34.80 @

Florida State Department of Education

- *Physical Education and Reading: A Winning Team.*

Samples of activities that can be used in physical education classes to improve reading skills. Activities aim to develop perceptual, decoding, vocabulary, comprehension and study skills. $.41

- *Reading the Language of Mathematics.*

A source book for teachers of mathematics to acquaint them with specific skills that students need to read mathematics effectively. Includes vocabulary, comprehension and study skills as well as sample activities for practicing those skills. $.41

- *Science and Reading.*

A teacher source book for acquainting science educators with reading terminology. It includes: activities for science reading, diagnostic procedures for determining student skill needs, and a method of determining readability of materials (Fry Graph). $.41

- *Social Studies and Reading.*

A source book for helping the social studies teacher to provide the student with skills needed to read social studies materials. Spans several grade levels (7-12) in 4 skill areas: (1) vocabulary development, (2) comprehension skills, (3) critical reading skills and (4) study skills. $.41

Holt, Rinehart and Winston

- *English in Black and White*, Burling, Robbins.

Text focuses teacher attention on the non-standard English dialect spoken by Black Americans. Although most of the book is a description of Black dialect as a variant form of English, the last 2 chapters consist of suggestions for dealing with Black dialect in the classroom. $4.95

Instructional Objective Exchange

- *Language Arts: Study and Reference Skills*, Teague, Catherine.

A compilation of instructional objectives and measurement items for the language arts, grades K-12. Objectives are intended as a source for the language arts teacher to be used as supplements to his own course objectives. Language Arts - $8.00

International Reading Association

- *Improving Reading in Science*, Thelen, Judith.

A practical and theoretical guide to teaching reading in science. Emphasizes the learning of reading skills need to understand and apply scientific concepts. Includes: diagnostic procedures (cloze, informal reading inventories) activities, reading guides, practice exercises and evaluation procedures. $2.50

- *Language Differences - Do They Interfere?*, Laffey, James L. and Robert Sherry.

A collection of papers written for the teacher of linguistically different children. Intended to make teachers more sensitive to the learning problems of culturally and linguistically different students. $4.50

- *Reading for the Disadvantaged*, Horn, Thomas D.

A collection of papers written by reading specialists, linguists, sociologists and psychologists about linguistically different learners. The book is written in 3 parts: (1) backgrounds and language, (2) language patterns of particular groups, and (3) implications for teachers. $4.50

- *Teaching Reading and Mathematics*, Earle, Richard A.

Focuses on the importance of the reading of mathematics to the successful development of mathematical concepts. Intended as a practical and useful guide for the mathematics teacher. Presents methods of teaching symbol perception, vocabulary development, problem solving and relationship analysis. $5.00

- *Teaching Reading as Concept Development*, Henry, George H.

An inquiry into affective thinking as it applies to the teaching of reading. Fuses reading skills into the logical processes of learning. Most useful for teachers of literature. $3.50

Charles E. Merrill Publishing Company

- *Comprehensive High School Reading Methods*, Shepherd, David L.

Text emphasizes specific and practical methods a teacher can use to combine reading and content instruction. Chapters on specific content areas include guides for diagnosis of student abilities as well as suggestions for increasing reading ability. $11.95

National Council of Teachers of English

- *Discovering American Dialects*, Sherry, Roger W.

A description of American English with statements about regional and social differences in pronunciation, word usage and grammatical form. Intent is to foster a healthy teacher-attitude toward linguistic differences. $1.25

Prentice-Hall, Inc.

- *Teaching Reading in Content Areas*, Herber, Harold L.

Text is intended to guide teachers in helping students use reading as a tool for processing content area reading material. Presents methods and materials for developing reading skills in any classroom. $10.95.

- *Success With Words*, Herber, Harold L.

Purpose of the book is to help students acquire a good understanding of the basic vocabulary in 4 major academic areas: English, social studies, math and science. Vocabulary exercises are presented in the form of games, puzzles and problems. $1.95.

PUBLISHERS' ADDRESSES

Addison-Wesley Publishing Company
2725 Sand Hill Road
Menlo Park, California 94025

Allyn and Bacon, Inc.
470 Atlantic Avenue
Boston, Massachusetts 02210

American Book Company
300 Pike Street
Cincinnati, Ohio 45202

Paul S. Amidon and Associates, Inc.
1966 Benson Avenue
St. Paul, Minnesota 55116

Argus Communications
7440 Natchez Avenue
Niles, Illinois 60648

Book-Lab, Inc.
1449 37th Street
Brooklyn, New York 11218

Bowmar
P.O. Box 39247-A
Los Angeles, California

Boy Scouts of America
Education Relationships, Sum 203
North brunswick, New Jersey 08902

Cal Press, Inc.
76 Madison Avenue
New York, New York 10016

Cambridge Book Company
488 Madison Avenue
New York, New York 10022

CENCO/Educational Aids
2600 S. Kostner Avenue
Chicago, Illinois 60623

Communacad
The Communications Academy
Box 541
Wilton, Connecticut 06897

The Continental Press, Inc.
Elizabethtown, Pennsylvania 17022

Croft-NEI
24 Rope Ferry Road
Waterford, Connecticut 06386

Educational Activities, Inc.
P. O. Box 392
Freeport, New York 11520

Educational Guidelines/Division of Economy Company
P. O. Box 68502
5455 West 84th
Indianapolis, Indiana 46268

Educators Publishing Service, Inc.
75 Moulton Street
Cambridge, Massachusetts 02138

Fearon Publishers, Inc.
6 Davis Drive
Belmont, California 94002

Florida Department of Education
Knott Building
Tallahassee, Florida 32304

Follett Publishing Company
1010 West Washington Boulevard
Chicago, Illinois 60607

Globe Book Company
175 Fifth Avenue
New York, New York 10010

Harcourt, Brace and Jovanovich
757 Third Avenue
New York, New York 10017

Holt, Rinehart and Winston, Inc.
383 Madison Avenue
New York, New York 10017

Instructional Objectives Exchange
P.O. Box 24095
Los Angeles, California 90024

International Reading Association
800 Barksdale Road
Newark, Delaware 19711

Jamestown Publishers
P.O. Box 6743
Providence, Rhode Island 02940

J. B. Lippincott Company
Educational Publishing Division
East Washington Square
Philadelphia, Pennsylvania 19105

McCormick-Mathers Publishing Company
300 Pike Street
Cincinnati, Ohio 45202

McGraw-Hill Book Company
(Webster/McGraw-Hill)
1221 Avenue of the Americas
New York, New York 10020

Charles E. Merrill Publishing Company
1300 Alum Creek Drive
Columbus, Ohio 43216

NCS/Educational Systems
4401 West 76th Street
Minneapolis, Minnesota 55435

National Council of Teachers of English
1111 Kenyon Road
Urbana, Illinois 61801

New Readers Press
Division of Laubach Literacy
Box 131
Syracuse, New York 13210

Prentice-Hall Publishing Company
Educational Book Division
Englewood Cliffs, New Jersey 07632

Reader's Digest Services, Inc.
Educational Division
Pleasantville, New York 10570

Reading Laboratory
55 Day Street
So. Norwalk, Connecticut 06854

Relevant Productions, Inc.
319 Gulf Boulevard
P.O. Box 68
Indian Rocks Beach, Florida 33535

Frank E. Richards Publishing Company, Inc.
Order Department
330 First Street, Box 370
Liverpool, New York 13088

Scholastic Book Services
904 Sylvan Avenue
Englewood Cliffs, New Jersey 07632

Scholastic Magazines
2280 Arbor Boulevard
Dayton, Ohio 45439

Science Research Associates
259 East Erie Street
Chicago, Illinois 60611

Teacher's College Press
1234 Amsterdam Avenue
New York, New York 10027

Troll Associates
320 Rt. 17
Mahwah, New Jersey 07430

J. Weston Walch
Box 658 Main Post Office
Portland, Maine 04104

THE PENNSYLVANIA STATE UNIVERSITY

CONTINUING EDUCATION

This certifies that

Denise S. McCarthy

has completed

CONTENT AREA READING PROJECT

consisting of

Forty-Five Hours of Lecture, Discussion, Participation, and Classroom Demonstration of Teaching Reading to Junior High and Adult Students in Content Areas

AWARDED:

May 1977
University Park, Pennsylvania

DEAN,
COLLEGE OF EDUCATION

Floyd B. Fischer

VICE PRESIDENT
FOR CONTINUING EDUCATION

Pg. 1.4

INQUIRY FORM

I would like additional information on the Content Area Reading Project.

Name _____

Address _____

City _____ State _____ Zip _____

School _____

Grade Level _____

Location _____

Please mail to:
Content Area Reading Project
The Pennsylvania State University
213 Cedar Building
University Park, PA 16802

PROJECT SUPPORT

These workshops are made possible by a grant from the Division of Adult Education, Pennsylvania Department of Education and the Pennsylvania Legislature's annual appropriation to the University.

The Pennsylvania State University continues its policy of non-discrimination on the basis of sex in compliance with Title IX of the Education Amendment of 1972 in all activities and programs under its sponsorship. In addition, the University administers all actions without regard to race, creed, color, national origin, and age or handicap as defined by law. These policies apply to application and selection for admission as well as application for employment and all other personnel actions with the University.

OVERVIEW OF THE CONTENT AREA READING PROJECT

Junior high school students need reading skills to learn concepts in the sciences and the arts (mathematics, physical and social sciences, fine arts, and practical arts). Students in Adult Basic Education (ABE) programs must be able to apply reading skills both inside and outside the classroom. However, teachers of junior high school students and adults, though well versed in the content of the courses they teach, often have not received specific training to teach necessary reading skills in their subject areas.

This series of fifteen workshops is designed to help these teachers to (1) identify the reading skills needed, (2) locate and develop suitable materials, and (3) carry out a more efficient and effective program for their students, through an in-depth study of reading as related to the subjects being taught. The workshops are planned so that teachers of various subjects may meet with project staff members to discuss common reading problems exhibited by their students. Teachers will work in small groups and individually to learn and apply related reading techniques in the content subjects.

A unique facet of this project is the availability of project staff members to visit classrooms. They will provide help to teachers in implementing newly learned teaching techniques and in mutually evaluating the changes which take place in the learning environment. Teachers will view classroom models of various teaching techniques as a result of this series of workshops. These teacher-tested models will be shared among workshop participants. Teachers throughout the Commonwealth of Pennsylvania may receive further information through a program of state-wide dissemination.

WORKSHOP SCHEDULE

Content Area Reading Project workshops are scheduled approximately every two weeks in three junior high schools in the Commonwealth of Pennsylvania. The sites were carefully chosen to reflect an urban, suburban, and rural population. The schools include:

URBAN

Harrisburg Middle School
Harrisburg City School District

SUBURBAN

Park Forest Junior High School
Westerly Parkway Junior High School
State College Area School District

RURAL

Penns Valley Junior-Senior High School
Spring Mills
Penns Valley School District

An important component of the Content Area Reading Project is service to Adult Basic Education teachers. Currently, teachers are included from

Adult Learning Center, Harrisburg
Adult Basic Education Laboratory (ABEL)
Adult Learning Center, State College

Each three-hour workshop will include discussion of several reading skills and/or problems which have been identified by teachers and project staff. Different grouping patterns used during the workshops will demonstrate effective teaching procedures. Audio-visual materials and media presentations will enhance the development of workshop topics.

The workshops will place special emphasis on diagnosing reading problems experienced by students who use a spoken language other than Standard English and on prescribing learning activities designed to both enhance skill development and retain cultural richness and diversity.

Teachers in Adult Basic Education programs experience many of the same problems as do secondary-level content area teachers. However, this is a unique learning environment. A special feature of the workshops will be a well-defined effort to provide experiences whereby Adult Basic Education teachers can develop the requisite skills to successfully attack the reading problems of adult students.

Sample topics from the workshops include:
Questioning levels and strategies
Use of readability formulas
Informal reading inventories and other diagnostic tools
Research skills
Motivational strategies
Vocabulary development techniques
Material assessment and selection
Comprehension skill development
Bilingual, multi-cultural emphasis

SPECIFIC OBJECTIVES

The Content Area Reading Project is designed to help teachers to:

Prepare informal diagnostic procedures for assessing the development of reading skills in a content area

Develop teaching procedures (units, LAPs, etc.) which integrate reading skills and the content area

Develop teaching techniques for different levels and purposes

Identify and evaluate readability levels of materials in their content areas

Study and evaluate linguistic differences in their students and materials

Use these techniques in their classrooms and apply specific procedures to meet the diagnosed needs of individual students

MATERIALS AVAILABILITY

Model teacher materials May 1977

Annotated bibliography
Adult Education Immediately
Junior High School March 1977

Validated evaluation materials July 1977

CONTENT AREA READING PROJECT CO-DIRECTORS

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201 Chambers - 865-0471

OBJECTIVE: DATE:

SUBJECT:

GRADE LEVEL:

	TT	ST	Skills I	Skills A	Text	Pap.	Vis.	Mach.	1	2	3	4	IA	S.G.	L.G.	Out	Peers	Q.C.
1																		
2																		
3																		
4																		
5																		
6																		
7																		
8																		
9																		
10																		

QUESTION SEQUENCE

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

9 _____

10 _____

COMMENTS:

Objective 10: Developing a Case Study

This objective is designed for teachers actively teaching in a secondary school or a student who will be in contact with students on an organized basis.

Prepare a diagnostic report on a student, including all information that you could use in determining what and how to teach this student. Some areas to investigate are listed below. Organize your report as you think best. It does not have to be a lengthy paper. Outline format is acceptable. Be sure to conclude with your own analysis of the data you have gathered and your recommendations for teaching your subject to this student.

Procedures for gathering information are up to you. Interviews with the student and observation of him in different situations are important. You can check with his teacher(s), counselor(s), and other special personnel. You may have access to his private folder (but beware of the confidential material in there!). Other procedures may be used as necessary.

Areas to investigate:

1. His attitudes: toward school
   your subject
   reading
   any other pertinent areas

2. His interests: courses elected
   books read
   movies/TV viewed
   out of school activities/interests
   extracurricular activities

3. His previous achievement: in your subject (grades, test scores, etc.)
   in reading

4. His fluency with language, his ability to articulate:
   does he speak fluently?
   with a dialect?
   can he express himself clearly?
   does he take part in class willingly?
   using language confidently?

5. His behavior in class, out of class, wherever you can see him:
   does he get involved? participate?
   is he eager? active? willing to do things? interested?
   record comments on his behavior to analyze later.

Objective 10 - p. 2

6. His family background relevant to reading:
   (if you can get the info)
   What are his parents' occupations? educational level?
   reading materials in the home?
   siblings - sex, grade in school

7. Diagnostic material on his reading problems in this content area:

   IRI and/or cloze test
   vocabulary, study skill checks
   comprehension questions
   higher level work (critical or creative reading, etc.)

8. Any other observations or information relevant to his success in reading and your subject.

MATHEMATICS - GROUP READING INVENTORY

MATERIAL REMOVED DUE TO COPYRIGHT RESTRICTIONS

From: David L. Shepherd, Comprehensive High School Reading Methods. Columbus, Ohio: Charles E. Merrill Publishing Company, 1973, pp. 28-29

SCIENCE - GROUP READING INVENTORY

MATERIAL REMOVED DUE TO COPYRIGHT RESTRICTIONS

From: David L. Shepherd, Comprehensive High School Reading Methods. Columbus, Ohio: Charles E. Merrill Publishing Company, 1973, pp. 26-27

ENGLISH - GROUP READING INVENTORY

MATERIAL REMOVED DUE TO COPYRIGHT RESTRICTIONS

From: David L. Shepherd, Comprehensive High School Reading Methods. Columbus, Ohio: Charles E. Merrill Publishing Company, 1973, pp. 21-22

INFORMAL READING INVENTORY

Text: MODERN SOCIOLOGY
Koller and Couse
Holt, Rinehart, & Kinston, Inc.; New York, 1965.

Removed due to very poor reproducibility.

CLOZE PROCEDURE

This exercise is designed to predict your ability to understand materials in the textbook. The sample paragraphs below are taken from the text. Fill in the blanks with the word you feel is most appropriate. There are no time limits, so feel free to take your time in filling the blanks. The purpose of this exercise is only to see if you can handle the text and will not affect your grade in any way.

* * * * * *

Primary groups are distinguished by the quality of relationships that exist among their members. These relationships are of an intimate, personal nature, involving the total personalities of the participants. Familiar primary groups include families and children's play groups. Close friendship groups are also primary.

Generally, primary relationships arouse strong emotional responses in people. The members of a primary group provide each other with love and affection. But at the same time, they are capable of hurting one another deeply when they act in a thoughtless manner. Because of their intimate character, primary groups tend to be small in size. Generally, no more than a handful of people can maintain very close ties with one another over a long period of time.

INFORMAL READING INVENTORY

Home Economics
Clothing and Textiles
Text: SIMPLICITY SEWING BOOK

Removed due to very poor reproducibility.

INFORMAL READING INVENTORY

Text: MODERN ELEMENTARY ALGEBRA
Eugene D. Nichols

Instructions:

This is a test to measure your skills in reading mathematics in general and your math book in particular. The results will allow use to be better able to plan your own course of study by indicating in what areas you are strongest and in what areas you are weakest. Each series of questions is designed to measure a particular skill as indicated by the headings which precede each group of questions. Follow the directions carefully. Be sure to try to answer all questions.

The first you take is called a cloze. Do not use your book when taking this test. The cloze exercise is designed to determine the reading level of your text book as it relates to you. The cloze exercise will also give some indication of how well you can handle the vocabulary of the book.

The instructions for the cloze test are as follows. In the passage on the next page words and symbols have been left out. You are to fill in the blanks with words or mathematical symbols (like numbers, +, =, and so forth) so that the passage makes sense. Use other words or phrases in the passage to help you decide how to fill in the blank. You have 20 minutes for this part. Please begin.

Part I

Sets - Introduction Cloze Test

In every conversation we often speak of collections of things as objects. For example, you might _____ to refer to a _____ of books in the _____ or your school, or _____ the pencils in your _____, or of the students _____ your school, or of _____ boys and girls in _____ United States less than _7 years of age. _____ of these groups of _____ is a set. We _____ agree to think of _____ set as a collection _____ objects. A description will _____ given enabling us to _____ whether or not an _____ belongs to a given _____.

Consider the following:

A: _____ set consisting of the _____1,5,10,_0
B: the set _____ of the students in _____ class
C: the set _____ all desks in this _____

Now consider three other _____.

D: the set of _____ natural numbers, that is, __,2,3,4,5,...
_____: the set of all _____ natural numbers, that is, __4,6,8,...
F: _____ set of all odd _____ numbers, that is 1, __,5,7,...

The three _____ in each case on _____ 1 indicates that each _____ of numbers continues in _____ pattern. It should be _____ for you to see _____ pattern in each case _____ to decide how to _____.

Answers to Cloze

1.	need	11.	objects	21.	2	32.	the
2.	collection	12.	will	22.	consisting	33.	natural
3.	library	13.	a	23.	this	34.	3
4.	of	14.	of	24.	of	35.	dots
5.	desk	15.	be	25.	room	36.	page
6.	in	16.	tell	26.	sets	37.	sequence
7.	the	17.	object	27.	all	38.	this
8.	the	18.	set	28.	1	39.	easy
9.	1	19.	the	29.	E	40.	the
10.	Each	20.	numbers	30.	even	41.	and
				31.	2	42.	continue

Reading Levels:

Independent level = 60% = 25 correct
Instructional level = 40% = 17 correct
Frustration level = below 40% = less than 17 correct

Part II

Directions: Turn to page 34 and 35 in your text book. Read both pages stopping at the bottom of page 35. Then answer the following questions. You may refer back to the passage for the answers.

PAGE ORGANIZATION AND LOCATION OF INFORMATION

1. Where can you find out what this passage is about without actually reading it?
2. If you were asked to explain the associative property of addition, where in this passage would you look?
3. What are the 3 basic properties discussed in this passage? What has been done to make these properties easy to locate?
4. Write the mathematical expression of the commutative property of multiplication given by the author.

COMPREHENSION

5. Give an example of the commutative property of addition.
6. State in your own words what the associative property of addition says.
7. Give an example of an operation which is not commutative.

Directions: Now read page 119 and all but the last 2 lines of page 120. Then answer the following questions. You may refer back to the passage whenever necessary.

MATHEMATICAL WORDS AND THEIR MEANINGS

8. From the first paragraph of page 119 pick out all of the mathematical words and write then below.

9. Select the best answer. Mathematical words like "term" and "expression"
   (a) have precise mathematical meanings which are sometimes different from the ordinary English meaning
   (b) have many different mathematical meanings but only one ordinary English meaning
   (c) have exactly the same meaning when used as mathematical words as when used as ordinary English words in everyday speech.

10. Use the following words in two sentences. In one sentence use the word as it is used in mathematics, and in the other sentence use the word as it is used in everyday language.

"EXPRESSION"

Mathematical Sentence -

Ordinary Sentence -

"TERM"

Mathematical Sentence -

Ordinary Sentence -

INTERPRETING AND UNDERSTANDING MATHEMATICAL WORDS AND SYMBOLS

11. Write in words what the open expression "5X+7X=12X" says.

12. How do you say in words "$(-2)\cdot(4) = -\frac{18}{2}$?

13. Write as a mathematical expression the statement "6 times x minus 4 is equal to fourteen thirds."

14. Write in words what is meant by the expression "$\forall x.xRy$." (You may refer to page 34 to find the meaning of the symbol "$\forall$" if you do not remember.)

MIAN IDEAS AND IMPORTANT DETAILS

15. What do you think is the main idea of this passage?

16. To what mathematical words on page 119 is the author trying to call particular attention? (This question refers to the whole page, not just the first paragraph.)

17. How can you learn the meanings of these special words?

18. What do you find is true about the expression 5x+7x and the expression 12x when you replace x by any number?

Directions: Read the following word problem (from page 216) which is reprinted below. Then answer the questions concerning this problem.

Mr. Games has dice, marbles, and coins, 136 of these objects in all. If the number of marbles is twice the number of dice, and the number of coins is five times the number of dice, how many of each kind does he have?

TECHNIQUES OF READING MATHEMATICS

19. When you read a mathematical passage or word problem, should you try to read it as rapidly as possible?
20. Is one reading of the problem enough for you to completely understand how to solve the problem, or should you read the problem more than once to get all the details?
21. Why might this mathematical selection be harder to read than a passage of equal size written in ordinary English?
22. Do you try to understand all the relationships between the number of dice, marbles, and coins in your head, or would you try to use a pencil and paper to help you to sort out the information?

PROBLEM SOLVING

23. What is given in the problem?
24. What are you asked to find?
25. How many different <u>kinds</u> of objects does Mr. Games have?
26. How many objects does Mr. Games have all together?

UNDERSTANDING RELATIONSHIPS

Let x equal the number of dice that Mr. Games has.

27. In terms of x, how many marbles are there?
28. In terms of x, how many coins are there?
29. Write a mathematical expression (or open expression) which says that the sum of the number of coins, marbles, and dice is equal to 136.
30. The phrase "five times the number of" in the problem tells you that if you know the number of dice you could find the number of coins by (division, subtraction, multiplication, addition) Choose one.

COMPUTING

Let x equal the number of dice that Mr. Games has. If we know that $8x = 136$ answer the following questions.

31. What value should x be replaced with to make the expression $8x = 136$ a true expression? (Your answer will be the number of dice.)
32. How many marbles and coins does Mr. Games have?
33. Can you check your answers to show you are correct?

Answer Key

Reading Passages

1. Read the passage heading written in large bold letters across the page.
2. Refer to the bottom of page 35, the last paragraph, under the subheading "Associative Property of Addition."
3. The associative property of addition, the commutative property of addition, and the commutative property of multiplication are the 3 basic properties. Each of these properties is discussed separately under large subheadings indicating the name of the property.
4. x y x.y=y.x
5. 5+4=4+5
6. The associative property for addition says that whenever three numbers are added together, they can be grouped and added in any order. That is $(x+y)+z = x+(y+z) = x+y+z$
7. Subtraction is not commutative because 8-3 = 3-8
8. numerals, algebra, variables, equal, value, compute, expressions (Student must have at least 6 of these to get credit)
9. (a)
10. M.S. 2x+1=5 is called a mathematical expression
    O.S. Jeff uses many common forms of expression in his writing
    M.S. 2ab and c are terms of the expression 2ab+c=4
    O.S. This is the third term of the school year
    (The student gets 1 point for having M.S. and O.S. correct for one word, 2 points for all correct. No points given for other situations.)
11. "Five times x plus seven times x is equal to twelve times x."
12. "Negative two times four is equal to negative eighteen halves."
13. "$6x-4=\frac{14}{3}$"
14. "For every x, x is greater than y."
15. Terms and expressions in algebra
16. variables, value, expressions, term. These are italicized.
17. The author defines these terms by context when they appear on page 119.
18. 5x+7x and 12x are equal for every value of x. So 5x+7x = 12X
19. No, read slowly for meaning.
20. No, read the problem again until you understand the relationships involved and the question being asked. Distinguish between what is given and what you are asked to find.
21. The mathematical selection is more difficult to read because to understand it you must understand the meanings of technical mathematical words and symbols, be able to translate the relationships given in the problem into mathematical expression.
22. You should use a pencil and paper to help sort out the information.

23. It is given that Mr. Games has 136 objects consisting of dice, marbles and coins. Furthermore, there are twice as many marbles as dice and five times as many coins as dice.

24. Find how many of each kind of object Mr. Games has.

25. There are 3 kinds of objects - marbles, dice and coins

26. There are a total of 136 objects

27. 2x

28. 5x

29. x+2x+5x=136

30. multiplication

31. x=17

32. Number of marbles = 2x=34; number of coins = 5x=85 (Both answers required)

33. To check observe that there are twice as many marbles as dice, five times as many coins as objects, and 17+34+85=136.

Total possible - 34 points (Problem 10 is worth 2 points).

Evaluation of Results

The cloze test is designed to determine the reading level of the text as it relates to the students. It tests the students comprehension and vocabulary and tells us how well he can gain the meaning of words and phrases from context. The scale for judging reading level is given on the page containing the answers for the cloze test.

The remaining part of the IRI is designed to test a variety of skills by asking questions which require a student to use a specific reading skill in order to answer the questions correctly. Some skills have four questions which are designed to test them and other have only three. A student will be considered deficient in a particular skill if he misses two or more questions out of four, or if he misses one or more questions out of three. Overall if a student scores over 90% (31 correct) he is judged to be on the independent level, 70-90% (24-30 correct) will be considered the instructional level, and less than 70% (less than 24 correct) will be considered the frustration level.

GROUPING PLANS

1. **Grouping by reading skill**

   a. Grouping by three levels of reading (from cloze or IRI)

      1. Cloze test groupings for Chemistry I

Deborah Fineberg
Penns Valley

RESULTS OF CLOZE TEST

Independent	Instructional	Frustration
	Joel Gardner	Steve Barger
	Randy Cheney	Mike McFadden
	Garth Benton	Steve Besecker
	Tim Weaver	Eva Shaffer
	Van Winter	Ricky Moyer
	John Confer	Charles Burke
	Cindy Vonada	Doug Royer
	Raelene Kellerman	
	Barbara Kauffman	
	Paul Cornellson	

5th Period Chemistry I Class — Text-Chemistry ExPerimental Foundations

Grouped on Basis of Math-background

Algebra II	Geometry	Algebra I
Garth Benton	John Confer	Steve Besecker
Tim Weaver	Paul Cornellson	Charles Burke
Steve Barger	Van Winter	Doug Royer
Raelene Kellerman	Joel Gardner	
Rick Moyer	Eva Shaffer	
	Mike McFadden	
	Randy Cheney	
	Cindy Vonada	
	Barbara Kauffman	

The Groups are based on current math course.

      2. Cloze test groupings for Shop

John Kubalak
Penns Valley

Section A Below 20 (or 40%) These students will work with the teacher	Section B 20-28 These students will work with each other & be divided into groups of two	Section C 29 and above These students will work alone
Paul	Lynn	Frank
Dave	Randy	Martin
LeRoy	Jerry	Thomas
Kenneth	Jim	William
Kevin		
Adrian		

b. Grouping by skills from IRI

1. IRI groupings for 8th Grade Physical Science
Physical Science: A Search for Understanding

Elaine Schuckers
State College

Parts of the Book	Noting Main Idea	Noting Supporting Details
Bob B.	Cheri B.	Doug B.
	Mike B.	Mike B.
Use of Resources	Diana D.	Bob B.
	Martha H.	Dave C.
Ricky E.	Joanna J.	Willie D.
Martha H.	Chuck L.	Diana D.
Chuck L.	Sue L.	Ricky E.
	Dan O'C.	Martha H.
Vocabulary	Terry R.	Joanna J.
	Dana S.	Kerry K.
Sue L.		Bill K.
Sue M.		Dan O'C.
Karen N.		Deanne O.

Following Directions		Drawing Conclusions	
Mike B.	Cheri B.	Julian C.	Chuck L.
Brad B.	Ann B.	Willie D.	Sue L.
Joanna J.	Doug B.	Larry H.	Sue M.
Karen N.	Mike B.	Martha H.	Karen N.
Dan O'C.	Brad B.	Joanna J.	Deanne O.
Terry R.	Bob B.	Kerry K.	Terry R.
			Dana S.

Applying Theoretical Information (1 question only)		Understanding Formulas and Equations	
Cheri B.	Bill K.	Doug B.	Ricky E.
Ann B.	Chuck L.	Mike B.	Larry H.
Bryan B.	Sue L.	Brad B.	Bill K.
Brad B.	Sue M.	Bob B.	Sue L.
Dave C.	Karen N.	Dave C.	Dan O'C.
Willie D.	Deanne O.	Julian C.	Deanne O.
Ricky E.	Terry R.	Dana D.	Terry R.
Larry H.	Dana S.		
Joanna J.			

2. Grouping by means other than reading

a. Grouped on the basis of Math-background for Chemistry Course (given in terms of current Math course)

Deborah Fineberg
Penns Valley

Algebra II	Geometry	Algebra I
Garth Benton	John Confer	Steve Besecker
Tim Weaver	Paul Cornellson	Charles Burke
Steve Barger	Van Winter	Doug Royer
Raelene Kellerman	Joel Gardner	
Rick Moyer	Eva Shaffer	
	Mike McFadden	
	Randy Cheney	
	Cindy Vonada	
	Barbara Kauffman	

b. Grouped by grade received or achievement level:

	John Kubalak
Shop Class	Penns Valley

Groups of two according to latest grade.

Lynn and Paul Adrian and Dave Jerry and Randy Frank and LeRoy
William and Martin Thomas and Kenneth James and Kevin

These groups would read unit 5 and discuss it between themselves and then answer the questions at the end of the unit and be able to identify each of the lines on the drawing page 28.

c. Groups could be formed by:

1. interest
2. specific achievements (running a machine, finishing a project, reading a book)
3. type of activities - (LAP vs. small group, LAP vs. Learning Center, field-based activities, demonstrations vs. lab work)
4. developmental level - (concrete, hands-on activities vs. more abstract reading or symbol usage)

Primary groups exert a profound influence upon the development of the human personality. They are largely responsible for determining the type of person an individual ultimately becomes. Within his family and his play groups, the individual learns most of the habits, attitudes, and beliefs that he carries through life.

Moreover, primary groups help to transform the human infant, so utterly dependent at birth, into a capable, functioning member of society. Through his early group contacts, the child is gradually introduced to the demands of social living. From those about him, he learns what the group expects of him--which forms of behavior are acceptable and which are not. He begins to assimilate the standards and accumulated knowledge of his society. Thus, by the time he reaches maturity, he should be capable of taking his place in the adult world.

Reading Levels (based on 49 blanks)

Independent Level - 60% and above - 30 or more correct

Instructional Level - 40-59% - 20-29 correct

Frustration Level - below 40% - less than 20 correct

Class Profile from I.R.I.

	I. In Book Form	II. Using Resources	III. Use of Parts & Graphics	III. Understand Word Level	I. Getting the Main Idea	II. Organizational Skills	II. Comprehension Critical/Creative	III. Use Dictionary
Mary								
Anne								
George								
Tad								

✓ - indicates deficiency more than 1 incorrect response

✗ - (for Cloze Procedure) indicates instructional level

– - indicates frustration level

BLACK ENGLISH IN THE SCHOOL

This study guide is designed to go along with the tape Growing Up Black: A Study of Black Language and Black Culture. Its purpose is to develop awareness of the multi-faceted nature of Pennsylvania classrooms where students of different races and cultures meet and interact. Teachers need to be aware of the diversity of background, cultural variables and language bases found in their classrooms in order to react positively to them and to help each student reach his full potential.

The tape deals with language development, an analysis of how speech patterns used by children become longer and more complex as the children grow older. This phenomena occurs with all language groups and all dialect groups, too. Teachers need to realize where their own students are along the developmental track and how to help them gain communicative competence, the ability to understand and be understood. It is true that children come to school with a language. It is the school's job to take this language and extend it until it becomes a fine tool capable of distinguishing nuances and conveying depth of meaning.

The concern of this particular tape is with Black Americans. The tape deals with the language that students bring to school with them, and the language they learn in school. But language cannot be isolated from culture, and as you watch the tape, bear in mind the cultural variables, the family, neighborhood, church pressures on the youngster in his formative years. Language is a reflection of culture, and so is closely linked to it.

The tape raises the following questions:

How do the cultural variables of being black affect the language development of students in Pennsylvania classrooms?

Is there a black dialect?

Are there observable steps in the language development of black students?

What sort of language models do adults provide?

Is there a difference between in-school and out-of-school language or formal and informal language?

What sorts of things are teachers doing to extend the language of their students? What sorts of opportunities for growth and development are they providing?

After you have seen the tape you should have some ideas on how those questions can be answered. In this study guide we propose to deal with three questions in more detail:

1. Is there a distinct and definable black English?

2. Does black English hinder the learning process?

3. What is the teacher's role in developing his students' language to its fullest potential? How can a teacher help his students use their language effectively and efficiently to express thoughts and feelings to their peers and to others?

1. IS THERE A BLACK ENGLISH DIALECT?

Much research conducted in the late 1960's and early 1970's by Dillard, Labov, Shuy, Baratz, et al, found that there is a distinct black English dialect. Baratz (1969) drew up the following chart of the difference between standard and black English.

Variable	Standard English	Black English	Occurrences
linking verb	He is going	He _ goin'	
possessive marker	John's cousin	John _ cousin	
plural marker	I have 5 cents	I got 5 cent _	
subject expression	John lives here	John he live here	
verb form	I drank the milk	I drunk the milk	
past marker	He walked	He walk _	
verb agreement	He runs home	He run _ home	
	She has a bicycle	She have a bicycle	
future form	I will go home	I'ma go home	
if construction	I asked if he did it	I ask did he do it	
negation	I don't have any	I don't got none	
	He didn't go	He ain't go	
indefinite article	I want an apple	I want a_ apple	
pronoun form	We have it	Us got it	
	this book	He book	
preposition	He is over at his friend's	He over to his friend	
	He teaches at Hale School	He teach _ Hale School	
be	Statement: He is here	Statement: He be here	
do	Contradiction: No, he isn't	Contradiction: No, he don't	

There is some question as to whether Baratz has gone too far, and some feeling that in fact black speakers' English differs little from that of standard English speakers. Standard English here refers to the English spoken by the majority of Americans - a Walter Cronkite type of English. Certainly it is not true to say all blacks speak black dialect as described by Baratz, just as it is not true that all whites speak standard dialect. Shuy (1969) lists only three linguistic forms which would distinguish a northern black from a northern white speaker and require special attention for cross-cultural material.

Variable	Standard English	Black English
negation	doesn't have	ain't got no
past conditional	He asks if I ate	He asks did I eat
negative + be	When I am there he isn't afraid	When I there he don't be afraid

2. DOES BLACK ENGLISH HINDER THE LEARNING PROCESS?

Is black English inferior to standard English or is it merely different from standard English? This is part of the deficit/difference debate that raged hotly in the 1960's. Educators like Bereiter and Englemann and Jensen felt that black English speakers were definitely inferior in intellect as a result of their language, or inferior in language development as a result of their intellect.

Englemann (1970) wrote with reference particularly to blacks:

> The child of poverty has language problems. These are problems far more crippling than mere dialect problems. Too frequently a four year old child of poverty does not understand the meaning of such words as long, full, animal, red, under, just, before, or, if, all and not. In brief, the child of poverty has not been taught as much about the meaning of language as a middle class child of the same age. Page 102.

Jensen found that culturally disadvantaged children (a euphemism for black and other minorities) are less likely to perceive the symbolic and conceptual aspects of their environment; the verbal means of abstraction and analysis are relatively undeveloped. He attested to their retardation throughout the entire sequence of language development. The characteristics of the language habits that are being acquired and the kinds of functions language serves in the child's experience actually shape his intellectual development, especially the development of the ability for abstraction and conceptual learning. Poor development in this area places a low ceiling on educational attainment.

Labov (1972), on the other hand, showed that black English is equal to, but different from, standard English. The concept of verbal deprivation has no basis in social reality. In fact, Labov felt Negro children in the urban ghettos receive a great deal of verbal stimulation, hear more well-formed sentences than middle class children and participate fully in a highly verbal culture. They have the same basic vocabulary, possess the same capacity for conceptual learning and use the same logic as anyone else who learns to speak and understand English.

Labov attacks Bereiter and Englemann's stand by showing the lack of logic in their thinking:

1. The lower class child's verbal response to a formal and threatening situation is used to demonstrate his lack of verbal capacity or verbal deficit.

2. This verbal deficit is declared to be a major cause of the lower class child's poor performance in school.

3. Since middle class white children do better in school, middle class speech habits are seen to be necessary for learning.

4. Class and ethnic differences in grammatical form are equated with differences in the capacity for logical analysis.

5. Teaching the child to mimic certain formal speech patterns is then said to be teaching him to think logically.

6. Children who learn these formal speech patterns are then said to be thinking logically and it is predicted that they will do much better in reading and arithmetic in the years to come.

Labov's stand has more credence today than that of Bereiter and Englemann. As Charlotte Brooks (1973) points out, linguists say that all languages and dialects are of equal merit and that good language is simply language which gets the desired effect with the least trouble for the user.

Do black dialect speakers have difficulty getting the desired effect? Do they have difficulty understanding standard English? The main area of debate in this is currently over how to teach beginning reading to black English speakers. Shuy sums up the major suggestions:

1. Teach them standard English first.

2. Accept their oral reading in dialect of traditional material written in standard English (Goodman, 1965).

3. Develop materials in standard English which minimize dialect and cultural differences (Venezky, 1970).

4. Develop materials which incorporate the grammar of black children (Steward, 1969).

5. Teach standard English speakers black English (Sledd, 1969).

Naturally there are pros and cons to each suggestion.

1. Teaching a young child standard English when he is five or six can be psychologically damaging. He has just mastered one dialect and then will be told to replace it with another. His home language is either ignored or put down, which is likely to lead to some measure of frustration or lack of self worth. The dialect he leaves in school has no clout out of school and is no help to survival in the street.

2. Accepting dialect reading of standard materials means accepting a child reading "I haven't got a brother" and saying "I got no brother". Critics suggest that while this may be acceptable in beginning reading, it does not direct a student to be accurate in reading when he needs to be.

3. Venezky's suggestion of developing materials in standard English which minimize dialect and cultural differences is an obvious one, but no easy task. Producing culture-free, culture-fair materials, given the kaleidoscope of American cultures, could mean the production of a plastic overgeneralized life.

4. Black dialect readers have come in for heavy criticism as being patronizing or the first step to apartheid, by producing readers who can only read black dialect and are therefore cut off from the mainstream.

5. Teaching standard English speakers black English is not necessarily a tongue-in-cheek suggestion. A teacher should speak the same dialect as his students to communicate best with them. If he can be bi-dialectal, and move his students with him, as the opportunities arise, from a dialect that is spoken by a minority to a dialect that is spoken by the majority, then he may be able to achieve the transfer without making the student feel rejected or that his own home language is inadequate.

Acknowledging that standard English may cause problems to black dialect beginning readers, is the same true of dialect speakers at the junior high school level? Most research has shown that this is not the case. From an early age a black English speaker is exposed to standard English. Most television, movie and radio programs are still in standard English, though there is a current surge of black English programs like Good Times and The Jeffersons. With exposure to actual standard English, a student learns to comprehend it adequately enough to enjoy the story, even though he may not choose to use the language himself. With at least five years of exposure to school English and having books written in standard English from the beginning of reading, most students by junior high school age can comprehend written and spoken standard English adequately.

Attitude

If we agree that black English need not interfere with the learning process, what are the disadvantages to black English speakers? The most important one is attitude. Standard English speakers tend to look down on black English speakers as being less intellectually capable. This applies to teachers, particularly to white teachers, but as Taylor (1973) showed, to middle class black teachers, too.

Teachers react adversely to children who speak black English on the basis of speech cues above. It is extremely important that this reaction be faced by teachers themselves. It may well be that black English has more effect on the education of children indirectly through its effects on teachers' perceptions of and expectations for children, than it does directly on the children's ability to either communicate or understand (Cazden, in DeStefano, 1973).

Shuy agrees with Cazden. He quotes a study of Detroit teachers who were asked to identify the language problems of their students. The following are some of the answers:

- In the inner city the child's vocabulary is very limited. His experiences are very limited.
- Because there is no honest communication between parent and child, the child isn't taught to listen ... He doesn't hear, he doesn't enunciate you see.
- They don't realize that they aren't making a complete thought. (Shuy, in DeStefano, 1973)

If teachers feel this negatively about the language their students bring to school, how can they objectively work with these students, do anything other than try to turn disadvantaged black children into middle class children so they can fit the curriculum, and teach standard English as a replacement dialect rather than an alternate dialect?

Prejudice against black English speakers occurs outside the classroom as well. The largest percentage of unemployment is among young blacks, and this is due in part to their language. These children need to learn standard English because it is essential for vocational, social and academic success. As long as the school curriculum is based on the ability to speak standard English, it is necessary for academic success. Stated another way, black children need to learn standard English so they can be successful whenever they have to function in the dominant middle class culture.

3. WHAT IS THE ROLE OF THE JUNIOR HIGH TEACHER?

What is the role of the teacher in dealing with black English speakers? First the teacher must realize that black English is not inferior to standard English.

But students need to learn standard English in order to understand and be understood outside of their own domain, so that when they speak or write, their thoughts and feelings are communicated widely. We are not suggesting here that black English be replaced. That would be a pointless, and hopeless, job. A dialect is a sign of belonging, a part of group membership, and to take it from a child is to deprive him of his own culture, his own roots. Rather students should be taught a second dialect, an alternate dialect, to be used for certain purposes, in certain situations.

Perhaps it would be wise to replace the term dialect here with register. Registers or styles may be loosely defined as varieties of language appropriate to some given situation. Everyone uses somewhat different kinds of English when making a formal presentation, talking to a clerk in a department store or chatting with family or very close friends. In The Five Clocks, Martin Joos identifies five such registers - frozen, formal, consultative, casual and intimate. Perhaps an example would make this clear:

frozen - (not in use)	- get thee hence
formal	- your absence is desired
consultative	- you ought to go
casual	- go away
intimate	- get lost

They all convey the idea that it is time to leave. The register conveys the tone, the relationship between the speakers and their social status. A dialect, on the other hand, is a more stable thing - very few people can change from one dialect to another, for the word dialect applies chiefly to a form of language persisting in a locality or among a group, and marked by differences in vocabulary, pronunciation and usage.

So what we as teachers need to undertake is helping students develop a variety of registers. The nature of language is strictly functional; its purpose is to promote communication. Whatever forms of language facilitate clear, concise and accurate communication may be defined as "good language"; whatever forms of language fail to communicate clearly or lead to ambiguity may for practical purposes be defined as "bad language". In one situation, one register, for example the casual, communicates well; in another, the consultative may be more appropriate.

Students do not need to be told their black English is bad or that only standard English is good. Speech contains various forms which are appropriate to different social situations. "I ain't got none" is appropriate in some circumstances and less appropriate in others. And what is appropriate where needs to be taught.

Robert Pooley (1974) points out the various factors influencing communication.

1. the matter to be communicated

2. the purpose of the communication

3. the connotation desired in the communication - the tone or register

Pooley offers the following principles and attitudes towards language usage. He feels they can be presented and discussed in English classes today at any level from the fifth grade up. We would extend this further, and suggest that they can be discussed in any class where an inappropriate choice of register is obscuring communication. Young people can understand, accept, and practice such principles when they are offered sincerely as guides to success in writing and speaking with no preconceived or prejudged reservations or inhibitions.

1. The purpose of language is to communicate. The language which best accomplishes communication is the right language to use.

2. No word or phrase is good or bad, right or wrong in itself. It can be evaluated only in the communication of which it forms a part.

3. Communication consists of more than meanings from words. There are elements of purpose and intent in communication which are controlled largely by the choice of words and their arrangement in sentences.

4. The choice of words involves not only the interest of the writer and speaker, but the probable effect upon the reader or listener. An evaluation of the whole situation in which the communication occurs is essential to the choice of specific words and phrases.

5. Words and phrases which startle, shock, amuse, or beguile the reader and listener are legitimate in communications whose intent is to arouse these reactions. But the intent must be implicit in the communication; the words chosen must be the best possible to accomplish the intent.

6. The dull repetition of overused words, thinness of idea and vocabulary, and words introduced to annoy or offend the reader or listener do not promote communication but impede it and are therefore to be avoided.

For the junior high school teacher, Pooley's advice seems to be that teachers should not spend time in correcting the phonological and grammatical features that differ from standard language. The real skill of the teacher is not in correcting wrong responses but in creating situations in which the student is induced to respond appropriately, for language learning is attitudinal as well as intellectual. A student must be motivated to change his language, to use registers other than the casual, particularly in a written situation.

How can a teacher motivate students who may not want to speak standard English because they fear being assimulated into "mainstream' white culture which in an era of black pride is not in vogue? Or students who feel they are never going to need to speak a more standard variety of English because whatever language they speak will be stigmatized because they are black? The answer is not an easy one, but it is certainly not a Distar-like pronunciation drill or substitution lesson.

We could start by using the strengths of black English speakers. These students who are culturally different from the middle class have a great deal of untapped verbal ability. Children who are imaginative and very creative in a rap session or a game of the "dozens" become silent in a situation where they find the discussion indirect or not meaningful. If we can tap the vitality of the street language and channel it into situations where the more formal language is used, we have made a start.

The principles which underlie usage instruction in the junior high school may be summarized as follows:

1. The number of non-standard deviations to be studied must be limited so as to give emphasis where it is most needed.

2. Students must become language observers, aware of the varieties of language they and others use, if they are to recognize the standard forms and be aroused to a desire to gain proficiency in the usages in question.

3. Usage must be taught as positively as possible. There should be no language activity that does not recognize the nature of communication and the relationship of appropriateness in usage to effectiveness of communication.

The teacher's job is to decide which non-standard forms to attack - those of least acceptance and greatest need. Use could be made of the Baratz check list as a guide to areas of need. However, from all the evidence available, the study of grammar in itself has little effect on usage habits. When the student's desire to use the standard forms has been aroused, when certain specific changes have been made clear and the substitutes have been practiced, only then might he be helped by a grammatical explanation of the form and its substitution. Grammatical reasons may strengthen changes already begun. However, it may be stated as an axiom: the study of grammar is not a principal factor in establishing sound usage habits.

Teachers of students who use black English need to be aware of the cultural and linguistic background their students bring to class. They must assess their oral and written language to see how far it differs from standard English and define the areas where standard English would be an appropriate target to aim for. Teachers should realize that there is no purpose in trying to replace black English, but that there are occasions when a student needs to be aware of his options in choice of registers and be able to choose an appropriate register.

QUESTIONS

1. Listen to the tape - the Grade 6 discussion on The Invisible Man and the rap session at the junior high school. Using the Baratz list of black English features on page 2, analyze those two sections of language checking off the various features when you hear them. When you have finished, total the number of occurrences of the black English features Baratz describes that you heard. Did you hear any non-standard features that Baratz did not include in her checklist?

2. Tape a class of your own, whether you teach black students or not. Again using the Baratz checklist, analyze the various features of language that you hear. Do your students produce similar kinds of non-standard English?

3. From the videotape and the tape you make in your own classroom, answer the following:

a. Do students use the black English version more in an informal (casual) situation than in a formal situation? How would you interpret this?

b. On which of Baratz' variables do students use the black English version?

c. If you have a racially mixed class, did you find non-black students using black English forms? How would you interpret this?

d. If you have a class that contains no black students, did you find your students using any of the black English forms? What does this tell you about the Baratz research?

e. Do you use black English forms? In what situations would you consider black English appropriate and in what situations inappropriate?

f. From the videotape would you say that students gradually replace their black English forms with standard English in the classroom, or not? What does this mean for English teachers?

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* These books are in the professional library of the Content Area Reading Project.

LANGUAGE AND CULTURE

This study guide is designed to go along with the tape Growing Up In Rural Pennsylvania: A Study of Language and Culture.

Describing the culture of the Penns Valley School District in rural Central Pennsylvania where the tape was made is difficult. According to Horn (1970) the following are the characteristics of general farming and self-sufficient rural areas: fierce independence, traditionalism, fatalism. Rural people face danger with seldom paralleled bravery, but fear to be separated from family and community. They conceive goals in terms of relationships within the community, not material goals. Napier (1972) states that rural areas are characterized by low density population, homogeneous and informal social groupings, integrated roles and traditional orientation. Hathaway, Monachesi and Young (1959) found that children reared in rural areas exhibit a tendency to be more fearful, more shy, more suspicious and more self deprecating than urban children.

Does Penns Valley fit into this description? To some extent, yes. Farming is the major industry in the valley, though a percentage of the men, and a much larger percentage of the women drive into nearby towns (State College, Bellefonte, Lock Haven, Lewisburg, Williamsport) to work at the universities, in the factories, etc. The population is sparse and tightly knit, the older established families having been there for over two hundred years. However, the community is by no means isolated from outside influences as all areas get at least one television channel.

What effect does culture have on schooling? Culture provides the framework in which the school must operate to touch the lives of its students, or else the school must attempt to change the culture. There are many factors in a child's background that affect his performance in school - his parents' attitude towards education, his parents' educational level, his parents' occupation, and income - which compound to make culture an important consideration in education.

Part of culture is language, the language a student learns at home and in his community. Cultural variations of a language may take the form of dialects. A dialect is a form of language persisting in a locality or among a group and marked by differences in vocabulary, pronunciation and usage. It may reveal something about the social or regional background of its speakers, and it will be generally understood by speakers of other dialects of the same language.

Does Pennsylvania have a rural dialect as such? Probably not a distinct, clearly defined dialect. Few rural areas could be termed Appalachian dialect areas, if we use Wolfram's criteria (1976). For example:

He just kept a-beggin' and a-cryin' and a-wantin' to get out

He offered a helpen hand

It costed five dollars

We shore got a lavish of onions this year

He done lived there a year or two 'fore I knowed

are some of the Appalachian features not found in this sample of the Penns Valley area's language. In fact rural Pennsylvanians seem closer to speaking black English,

if we use the Baratz checklist (1969). (See study guide accompanying Growing Up Black: A Study in Black Dialect and Black Culture.) But Baratz's list contains non-standard forms and many speakers of all colors, social classes and locations use non-standard forms on occasion.

What we do find in rural Pennsylvania, as elsewhere, is register. Registers, or styles, may be loosely defined as varieties of language appropriate to some given situation. We all use different language styles in different situations. It is part of communicative competence to be able to change the language used for a particular audience. We don't speak the same way to the boss as we do to a four-year-old. Martin Joos (1961) defines five registers - frozen, formal, consultative, casual and intimate.

Frozen - A style for writing. It is frozen in the sense that it is not subject to change by interaction with the Addressee, and so permanent - it may become 'literature'.

Formal - A style of pre-involvement, a style in which, for instance, introductions take place. It has formal phrases ('May I introduce . . .') in which the Addressor is not committing himself to more than a distant relationship.

Consultative - The style for coming to terms with strangers. The Addressor supplies background information - not assuming he will be understood without it; and the Addressee participates continuously.

Casual - Insiders, people within a particular social group - friends, colleagues, acquaintances - don't have to supply information to one another in the way they do to strangers. The casual style is marked by ellipsis (omission) of words, syllables. 'Can I help you?' is consultative. 'C'n I help you?' is casual. It is also marked by slang.

Intimate - Usually between two people, between whom so much information is shared that what Joos called 'jargon' is used (i.e. words with a special meaning for the two) and parts of sentences only may be employed, what he calls 'Extraction'.

Examples of these registers would include:

Frozen - I shall withdraw to seek repose

Formal - I believe it is time to retire

Consultative - I think I'll go to bed

Casual - It's time for me to turn in

Intimate - I think I'll hit the sack

The message is the same, but the register conveys the tone, the relationship between the speakers and their social status.

Within a school situation we are likely to find only three registers, more probably two - the formal register put on for formal presentations and speeches, and the casual, used in the largest percentage of school time. The consultative may appear in written form. To have a large percentage of time in the casual mode is a fairly recent development. At one time there was a clear distinction between school language and street or home language. Now street language seems to have moved into the classroom.

Bernstein (1971) has described the difference between the two main forms of language, which he refers to as public and formal. Public language is usually used within a community of tacit common understandings and values. Bernstein lists the following characteristics of public language:

1. Short, grammatically simple, often unfinished sentences with a poor syntactical form stressing the active voice.

2. Simple and repetitive use of conjunctives (so, then, because).

3. Little use of subordinate clauses to break down the initial categories of the dominant subject.

4. Inability to hold a formal subject through a speech sequence; thus, a dislocated informational content is facilitated.

5. Rigid and limited use of objectives and adverbs.

6. Infrequent use of impersonal pronouns as subjects of conditional clauses.

7. Frequent use of statements where the reason and conclusion are confounded to produce a categoric statement.

8. A large number of statements/phrases which signal a requirement for the previous speech sequence to be reinforced: "Wouldn't it?" "You see?" "You know?", etc. This process is termed "sympathetic circularity."

9. Individual selection from a group of idiomatic phrases or sequences will frequently occur.

10. The individual qualification is implicit in the sentence organization: it is a language of implicit meaning.

In Formal language, the variations of form and syntax are much less predictable for any one individual, and the formal possibilities of sentence organizations are used to clarify meaning and make it explicit. Bernstein gives the following as formal language characteristics:

1. Accurate grammatical order and syntax regulate what is said.

2. Logical modifications and stress are mediated through a grammatically complex sentence construction, especially through the use of a range of conjunctions and subordinate clauses.

3. Frequent use of prepositions which indicate logical relationships as well as prepositions which indicate temporal and spatial contiguity.

4. Frequent use of the personal pronoun "I."

5. A discriminative selection from a range of adjectives and adverbs.

6. Individual qualification is verbally mediated through the structure and relationships within and between sentences.

7. Expressive symbolism discriminates between meanings within speech sequences, rather than reinforcing dominant words or phrases, or accompanying the sequence in a diffuse, generalized manner.

8. It is a language use which points to the possibilities inherent in a complex conceptual hierarchy for the organizing of experience. (p. 42)

Bernstein seems to show that formal language is necessarily superior to public. But this is not true. Each has its virtues. Goodman (1972) feels that the speaker of public language has the human virtues of animality, plainness, community, emotional vulnerability and semantic bluntness, while the speaker of the formal language has the human virtues of prudence, self-reliance, subtle distinction and the ability to move abroad.

Rural students do not appear to speak a distinct dialect, but because of their culture, to some degree their inwardness and isolation, they tend to lack a wide register range. This is true in most communities today, but it is more noticeable in a rural situation. There seem to be few register shifts - everyone from the principal to the youngest student is addressed in much the same way in the public language, to use Bernstein's term. This may be a part of the closeness of the community; no one is superior to the next person, so no one needs to be 'talked up to' or 'talked down to.'

LANGUAGE, CULTURE AND THE TEACHER

Why the concern? Life in Penns Valley is not grinding to a halt because people are unable to communicate. But the more adept the language is to handle situations, the greater are the educational benefits. A command of standard English and the ability to maneuver among registers is beneficial. Standard English is here to stay. In a large technological society, language standardization is inevitable. For any given speaker, the degree of mastery depends on such factors as need, opportunity and desire. Judgments are made on one's ability to communicate in speech and writing in an appropriate manner.

Among teachers today there is massive confusion between the kinds of miscues that students produce due to genuine dialect interference and those due to poor control of formal registers. There is even some confusion between both of these and merely clumsy or careless writing. "We seem to have reached the point where every time a student writes a bad sentence, half the profession aggressively asserts that it's not bad, just 'different' and the other half wants to put him in a special class." (Eskey, 1976) If linguistic and language study is going to be of any use in the

classroom, we need to move teachers beyond these kinds of dilemmas.

What seems important then is for teachers to know the range of registers that their students operate in, and to help them extend and practice the various registers. To do this, teachers and students need to be students of language. Perhaps this study is easiest in the framework provided by sociolinguistics, language in society. The following is an adapted version of the descriptive model of sociolinguistics developed by Hymes (1972):

1. Speech community - A community must share rules for the conduct and interpretation of speech and rules for the interpretation of at least one linguistic variety.

2. Speech situation - The context or environment.

3. Speech event - The activity governed by rules or norms for speech use.

4. Speech act - Minimal unit of a speech event.

5. Speech style - Quality, expression and intensity of speech.

6. Ways of speaking - Within a particular community.

7. Components of speech - Hymes provides the mnemonic SPEAKING for the components of speech.

   Setting and scene.

   Participants.

   Ends, goals and outcomes.

   Act sequence: message form and message content.

   Key: tone, manner.

   Instrumentalities - channels and forms of speech (e.g., written, spoken).

   Norms of interaction (e.g., taboo or not; possible to interrupt or not).

   Genres (e.g., poem, letter, commercial communication, conversation).

Working within this kind of framework, abridged as grade level dictates, language and society can be studied. Ireland (1976) has some suggestions. In the study of language all around us we should consider the purpose for which the statement was made and the audience for whom it was intended. For example, we may find that much advertising copy contains sentence fragments. Before red pencilling it and clucking our tongues in disapproval, let's ask why it happened. It may be that the ad writer was trying to make his spoken language sound like written language.

The back of the cereal boxes may have the same patterns that the announcer uses when he reads the ad on television. Similarly, sports pages, department store catalogues, and poems have characteristics of their own. It is a useful study to look for the patterns that each illustrates and the relationships between these patterns, the purpose, and the audience. You will find that there are no hard and fast answers in these investigations. You will have to make tentative statements based on the evidence you have in front of you. That is, you begin to act like a linguist as you describe the language, form hypotheses, test them, and draw conclusions from your observations. And you remain openminded. This process is the essence of speculative grammar.

In the study of various language situations, a class could use a simple framework based on a communication model: SMR - Sender, Messenger, Receiver. How does the speaker affect the message? On what basis does he choose it? Can the message affect the sender? Can the receiver affect the message? The whole area of communicative competence, of changing the message for the audience, can be opened up.

Work on usage must include a caution. The teaching of certain standard forms to students who know only non-standard forms is necessarily a part of usage instruction designed to instill a sense of social responsibility for language use, but it is only a part. The child whose usage has been made reasonably "correct" or standard but whose sentences are flat, dull and unexact has not been taught good English usage. Language free from dialect variation is not necessarily effective language for being more standard. It becomes effective as the child develops a feeling for the bright, sparkling word or phrase, the exact word for his needs, the sentence which says exactly what he wants to say as clearly as possible and in a manner suiting the manner and purpose of the communication.

LANGUAGE, CULTURE AND THE TEACHING OF READING

Does the language a student uses affect his ability to read? Yes. The closer the tie between a student's own language and the words he reads in print, the easier he will find the reading to be. This is true at all ages and stages of reading. Mention was made in the study guide that went along with Growing Up Black of the difficulty youngsters who speak black English have when confronted by initial reading texts in standard English. And the same is true when a student who uses a non-standard dialect is expected to read standard English. Even within the same basic dialect group, a student who uses only an informal register may find difficulty in reading texts which are in the main written in a formal or at least consultative register, to use Joos' terminology. To use Bernstein's terms, a student who uses a public language, with all its 'givens' and 'understpods,' will find reading in the formal language a ponderous task. This is all the more true by junior high school age, when content area textbooks are introduced. These usually have a high vocabulary load of words that students are not used to, and are written in a linguistic style which students are not familiar with.

What can the teacher do? Simplistically, there are two possibilities: a. teach the students the formal language of content area textbooks; or b. rewrite the texts in casual or public language. Perhaps the best solution lies between the two. A teacher who is aware of the lack of match between the students' own language and the language style they are expected to read is likely to make efforts to help his students cope. This is no easy one shot task but with a concerted effort it is

possible for a school to teach its students the formal language to be found in reading. The same formal language is also the expected norm in the students' written work. And for a more immediate answer, teachers can help their students 'translate' the formal language into something they can comprehend themselves. Helping students restate textbook material into their own language, perhaps through a modified Language Experience approach, could provide links between the two registers. These links help students move toward the formal level, to the point that they can read formal language and process it for understanding without going through the cumbersome translation.

ACTIVITIES

1. Undertake an analysis of the speech of your local community. Your students can take notes regarding the speech habits of members of the community, describing the type of person observed, age, probable occupation and employment, the place and occasion of observation and characteristics of his speech. Specific attention can be given to the presence or absence of in-group terms or occupational jargon, the general level of familiarity or formality, the relationship of word choices and sentence structure to the tone and purpose of the communication, the use of non-standard or variant verb inflections, pronoun forms, etc. Further ideas for this kind of usage survey can be found in Pooley (1974).

2. Undertake an analysis of the language background in your community. Where did the people who settled in this area come from? How did they come? What changes in population have taken place since the original settlement? Make your own linguistic map, like the Detroit map on page 40 of Shuy (1967).

3. Undertake an analysis of local place names. What do they tell you about the language background of your area?

4. Notice representation of dialects in various works of literature. (Discovering American Dialects by Roger Shuy, NCTE, 1967, would be a useful guide in all these exercises. It could be used with Grade Six and above.)

5. Look at other 'languages' - for example, CB - in both their structural properties and social functions. CB dialect can be used to model the aspect of language we may want to teach, including grammar, vocabulary, speech sounds, jargon, code switching, punctuation, context and even the discrimination and dislike which exist between some speakers.

   a. Set up a CB in the classroom. Let students listen and then discuss what they heard, how they went about deciphering it (contextual clues, etc.) and how they felt listening to an unfamiliar dialect.

   b. Put together a glossary of CB.

   c. Work on a contrast chart of CB and Standard English. Harvey Daniels, 'The Windy City Crocodile' has many more ideas in "Breaker, Break, Broke: Citizens Band in the Classroom". English Journal, December, 1976.

6. Listen to the section of the tape with Ed talking about fishing. Using the Baratz checklist, see how many Black English forms he uses. What does this suggest about Baratz's list?

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* Available in the professional library of the Content Area Reading Project.

EXAMPLES OF ENABLING AND INHIBITING TEACHER STATEMENTS

1. Teacher fosters student support of their inferences by leading them to establish a direct relationship between their ideas and the observational evidence on which they are based.

Enabling	Inhibiting
What did you observe that made you say that?	No, that's wrong (or that's right).
Show us what you did and what you observed that gave you that idea.	
Try doing it again to check your observations.	
Do you have a reason for saying that?	Rejecting (or accepting) an idea without giving children a chance to present their evidence.
What is your evidence for making that guess (prediction, etc.)?	Allowing children to argue a point without using observations or other appropriate evidence to defend their point of view.
Do we need more evidence before we can say that?	Accepting or inflicting abstract verbalizations for which children have no experiential foundation.
Have you had any experiences with ice changing to water or water changing to ice that might help you predict whether the water level will be higher, lower, or the same after the ice cubes melt.	Each of you make a guess whether the water level will be higher, lower, or the same after the ice melts.
Let's match your list of observations with your conclusion and see if they all support that statement.	But, that's not the right answer. This experiment is to prove that _____ _____.

2. Student interpretations are considered acceptable (even though they are partial or temporary conclusions) as long as the evidence from their investigations and experiences support their responses.

Enabling	Inhibiting
Child - Magnets attract only nails and paper clips, nothing else. Teacher - That agrees with our observations, so far.	Yes, magnets attract all iron and steel.
Child - The dripping water goes down the drain into the ground. Teacher - (No comment)	

* Science for the Seventies, ITV - Handbook for Teachers, Pennsylvania Department of Education, 1975.

(Perhaps arrange for children to visit a house under construction and revise this idea).	No, it goes through pipes to the septic tank.
Child - There are two marbles in the box because (state relevant observations). Teacher, "You have found some real good clues." (Later when children compare, three clicks may be demonstrated.)	You didn't observe very carefully. If you had you would have heard three objects bump against the side.
(Observation and Description Lesson) Child - I think the answer is the aquarium. Teacher - That fits all the clues I gave you, doesn't it. But it isn't the object I have in mind. I guess you need another characteristic. The object would fit in your desk.	No, that's not the object I have in mind. Guess again.
The candle in the jar went out because it didn't have enough air. Teacher, accept with approval.	The real reason it went out was it didn't have enough oxygen (oxygen is merely a meaningless verbalization for young children.
Child - All magnifiers must be made of something that has no coloring in it. Teacher - Accept or make neutral statement such as: It certainly seems that none of the colored objects we used were good magnifiers.	But if there is only a pale coloring in the lens it will work. Think of tinted eyeglasses.

3. Reasonable time is provided during discussion for observation, thought, and reflection.

1. I'm not going to call on anyone for a while so that each of you has a chance to think of what you want to say.
2. Think about it and raise your hand when you have an idea. I'll nod and you can put your hand down until others are ready with ideas.
3. I'll tilt the mystery box slowly several times so you can really hear the sounds and think about what they help you to know.
4. Think about what Johnny said and decide why you agree or you disagree with him.

4. Teacher questions and statements encourage wider student thought and suggestions for additional investigative behavior.

1. Tell us a little more about it.
2. Would it help us to understand if you make a drawing on the chalkboard?
3. Jane, tell us in your own words what you think Anne means. That will help Anne find out if she has gotten her idea across.

4. I'm going to say it in another way and you can see if I understand what you mean.

5. Can you think of anything else we can try to find out more about it?

6. Is there anything you might investigate at home that is related to what we have been doing?

7. Jimmie, you thought of another question while you were working on this investigation. You might want to do some investigating on your own and let us know what you find out.

SELF-DIRECTED BEHAVIOR RATING SCALE

1. **Amount of Teacher Direction:**

I totally depend on the teacher for directing my work. I have to be told what to do.	I like the teacher to direct me part of the time, but I take the lead with some activities.	I work independently using the teacher only when needed for special assistance.
1 2	3	4 5

2. **Seeking Answers Independently:**

I rely on the teacher and textbook as a total source for answers to my questions.	I look for answers to questions, using the teacher, other students, and outside information sources.	I independently seek answers to questions without teacher assistance.
1 2	3	4 5

3. **Using Class Time:**

I waste class time frequently rather than doing assigned tasks.	I usually use class time to do assigned tasks.	I spend class time working on assigned tasks with little, if any, wasted time.
1 2	3	4 5

4. **Planning a Work Schedule:**

I do not develop a plan for my work. I lack organization and have poor study habits.	I develop a systematic plan for attacking most learning activities, primarily when I'm told to do so.	I independently set up an efficient plan for completing my work.
1 2	3	4 5

5. **Using Study Skills:**

I lack basic study skills. I have trouble using those that I know.	I use basic study skills when I'm told to do so.	I use basic study skills as a natural part of my work routine.
1 2	3	4 5

6. Using Self-Teaching Curriculum Packages:

I am unable to use independent learning materials or packages without my teacher's constant assistance.		I follow independent learning materials or packages with limited assistance from my teacher.		I am able to use independent learning materials or packages by myself.
1	2	3	4	5

7. Adapting Curriculum:

I never skip an activity or assignment regardless of whether it is needed or not. I may skip activities I know I need.		I skip some activities or assignments that deal with things I already know.		I skip activities or assignments that deal with things I already know, and sometimes I plan my own activities.
1	2	3	4	5

8. Pace of Learning:

I don't work as fast as I can.		In most cases, I work as fast as I can.		I always work as fast as I can.
1	2	3	4	5

INSTRUCTIONAL IMPLICATIONS OF THE SELF-DIRECTED BEHAVIOR RATING SCALE

INDIVIDUAL DIFFERENCES	INSTRUCTIONAL COMPONENTS				
	A. Instructional Objectives	B. Content	C. Learning Experiences	D. Media	E. Evaluation Techniques
1. Amount of Teacher Direction					
2. Seeking Answers Independently					
3. Using Class Time					
4. Planning a Work Schedule					
5. Using Study Skills					
6. Using Self-Teaching Curriculum Packages					
7. Adapting Curriculum					
8. Pace of Learning					

A specific example may be helpful. By looking at "need for direction," we can trace how differences on this variable might affect the "components of instruction".

Instructional Objectives (Cell A): If a teacher wants students who are more self-directed, objectives might be written to develop the student's ability to operate without teacher assistance; to seek answers to questions independently; to use class time effectively; to develop a systematic plan for his work and/or use study skills.

Content (Cell B): The content of a unit might also be affected. Part of a unit could focus on how to use the card catalogue or Reader's Guide to locate materials; this would provide the child with additional tools he could use to find answers without teacher assistance. From another point of view, the subject matter presented might focus on the importance and/or value of independence for people in our society. Hopefully, the latter approach would move the student towards an understanding of and a commitment to becoming more self-directed.

Learning Experience (Cell C): Here the teacher has two choices: He can either design learning experiences to help students become less dependent (change) or he can adjust (adapt) his teaching plans to the degree of direction needed by a child, e.g., the latter might include helping a child find answers to questions by suggesting where related books and other materials can be found or, for the more dependent, actually getting the books and giving them to the child. The important thing to remember with either the "change" or "adapt" approach is not to prescribe learning experiences which demand too much or too little self-dependence.

Media (Cell D): For a child who has a high need for direction, audio-visual and print materials should be designed so that they can be used with ease. If the student is given a reading assignment, step by step directions need to be provided or someone, either a teacher or another student, should be available to guide him through his task. Materials should be chosen not only for their accuracy and relevance to the instructional objectives, they should also be chosen because they are designed so the child can easily determine what he is expected to do as he studies them.

Evaluation Techniques (Cell E): When a child is dependent, care should be taken to insure that during an evaluation session, test instructions are clear and written in simple step-by-step procedures. Either the teacher or a fellow student should be available to give assistance when such a child desires it.

Adapted from Fred H. Wood, "Individual Differences That Count," NASSP Bulletin, January, 1973.

Joyce W. Lee

LANGUAGE EXPERIENCE FOR OLDER STUDENTS?

What is the Language Experience Approach (LEA)?

"STIMULUS" IDEAS OR ACTIVITIES

SOME "CONTENT AREA" LEA IDEAS:

Removed due to very poor reproducibility.

CONTENT AREA READING PROJECT

Objective 3a: Unit Plan

The unit assignment should follow the format given below. Unit length should be 3-6 weeks. The unit may be developed by a group (2-3 teachers), if it is to be started from "scratch". It is preferable for each teacher to use an existing unit, reshape it and/or extend it to fit these guidelines, and submit it individually. Check the sample unit (Social Studies Unit on Mexico) for what the finished product will look like.

Each unit will contain:

1. Introduction - tells other professionals what the unit contains, how it will be developed, what grade level it serves, and other general information necessary for other teachers to evaluate it.

2. List of objectives in approximate order of teaching with levels indicated (use 3-level scale).

3. List of student activities leading to mastery of objectives given. Where possible, several activities from which teacher can choose should be included.

4. List of teaching strategies or modes appropriate for each activity.

5. List of materials needed for student and teacher, including hardware and software.

6. Evaluation procedures designed for each objective. These procedures should evaluate all activities listed for a given objective, which may require more than one alternative procedure for evaluation.

7. A culminating activity (project, exam, etc.) which serves as a synthesizing process and provides a sense of closure.

8. A Motivation/Readiness activity designed to introduce the unit and prepare students for what will be included.

9. At least one objective must deal with a reading skill necessary for mastering the content material in the unit.

10. Materials must include media other than reading in alternative activities for at least three objectives within the unit.

11. Materials for students to read will be tested for reading level by the Fry (or another approved) formula. An effort should be made to find reading materials at several levels for each reading assignment.

TITLE : Neighbors To The South

TARGET AUDIENCE: This unit is designed for students in Grades 7, 8, and 9. Students should be identified according to performance levels (below average, average and above average) and according to lingual experience (English speaking, English and Spanish speaking) for grouping purposes.

TIME ALLOTMENT : Approximately six weeks (five forty-five minute class periods per week) may be expanded to a double period per day, with teaming of Social Studies and English or Reading teachers, to allow for in-depth coverage of both content material and accompanying reading and study skills.

INTRODUCTION : The unit has been designed to provide teachers with a flexible framework which can be utilized to teach any topic to students at any grade or competency level, integrating reading and study skills with mastery of content. Although this unit has been designed around content material on Mexico, actual content area objectives have been excluded to allow heavier emphasis to be placed on reading and study skills. It is presumed that teachers will incorporate and develop actual content material into the unit. The curriculum is student-centered and multi-textual. Students are identified according to performance levels (below average, average, and above average) and according to lingual experience (English speaking, English and Spanish speaking) and grouped hetrogeneously so peer teaching will result. Students will be evaluated both as a group and individually. Points are assigned to each requirement and students falling below expectations may contract to do additional work for extra credit. Individual conferences are held to discuss grade scale and develop contracts.

GRADE SCALE - 0- 70 points - F
71-140 points - D
141-220 points - C
221-290 points - B
291-350 points - A

OBJECTIVE	MAXIMUM POINTS
B - (sentences)	5
E - (library worksheet)	10
G - (notetaking exercise)	20
I - (commercial videotape)	15
J - (oral report)	50
K - (text writing)	40
N - (mural)	10
O - (vocabulary exercise)	20
P - (learning centers)	15
Q - (student vocabulary activity)	20
R - (fiesta)	20
S - (recreational reading)	15
T - (vocabulary evaluation)	20
U - (options)	40
X - (final written evaluation)	50
	350 points

UNIT DESIGN : Activities in activity packet are leveled and may be used to supplement the grade of the less able student. Learning centers should be designed to reinforce reading skill deficiencies identified through subject evaluation and performance of unit requirements. Points should also be affixed to each center and be added to the students' score upon successful completion of the activity.

Example of Learning Centers and Activities:

Center I Reading Comprehension - Students are instructed to read supplementary materials (handouts, brochures, magazines and complete a sheet of questions). Questions should include examples of main idea, detail, inference, sequence and conclusion.

Center II Listening Comprehension - Students listen to teacher-made cassettes. Tapes should provide students with the main idea of the selection and set purpose for listening. Upon completion of the dialogue students should be instructed to write a synopsis of the selection with illustrations. Evaluation should include attention to main ideas, details and sequence.

Center III Visual Discrimination, Visual Perception - Students complete jigsaw puzzle.

Center IV Creative Writing - Students select a picture from among a group of selections and are instructed to identify people, place, time and activity, then write a short story about what preceded and followed the picture.

Center V Reasoning, Critical Thinking - A set of questions are provided to students as a film preview. Students read questions to set purpose and then watch the film strip. (Previewers are usually available through library services.) Questions are then completed. Questions should be constructed to require students to use information presented in the film.

Center VI Following Directions - An art center should be set-up providing materials for an art activity but requiring students to read and follow directions to complete the project.

Center VII Oral Composition - A tape center is set-up with easy to read biographical books and a tape recorder. Students read a book and complete a sheet listing information.

Center VIII Famous Men - Background (birth, family life, education); contribution; impact on Mexican life. The student then assumes the character of a famous man and prepares a cassette telling how this man's life contributed to Mexican Culture.

TERMINAL GOAL : This unit will have as its purpose the integration of content material on the people, geography and culture of Mexico with those reading and study skills necessary to absorb this content.

General Learning Outcomes

1. (affective domain) Students will demonstrate interest in the people, geography and cultural diversity of Mexico.
2. (cognitive domain) Students will develop research topics for oral reports, given teacher designed instruction and multiple resources.

2 GENERAL

3. (cognitive domain) Students will demonstrate reading and study skills given teacher instruction.

4. (affective domain) Students will demonstrate ability to interact with a group, assign leadership roles and delegate responsibility.

5. (psychomotor domain) Students will demonstrate creative ability by selecting a project option from a teacher-made list or submit a proposal for an optional project for teacher approval; and by participating in fiesta and mural-painting activities.

Specific Learning Outcomes (Enabling Objectives)

N.B. Numbers in parentheses following each objective refer to the General Learning Outcome(s) to which the specific objective is related. Numbers are listed in descending order according to the primary emphasis which a particular lesson is designed to develop: e.g., (2,4) would indicate that the primary emphasis is to attain the General Learning Outcome of oral research reports, while a secondary emphasis would be that of developing group interaction skills. Circled objectives will be counted for point accumulation and grading purposes.

A. Given a slide presentation on Mexico with accompanying teacher commentary, students will participate in a guided large group discussion and compile a list of topics which will serve as possible research ideas. This objective will have been met if the class names the following topical areas after viewing the slides and hearing the teacher commentary: (10)

climate
geography
industry
population
cultural problems
transportation
trade
education
art forms
exploration (1,2)

B. While viewing the slide presentation for a second time, with Mexican music as a background, students will write a one-sentence observation which can be discerned from the media presentation, related to the topics listed above. (2,3)

C. Given teacher guidelines for establishing groups (food; decorations; music and dance; costumes; and guests) students will volunteer to join a planning group for the unit's culminating activity, a Mexican fiesta. (4,1,5)

D. Given teacher-assigned group placement, students will select a topic for group research from the list compiled in Objective A, or submit an alternate proposal for teacher approval. (4,2)

E. Given a library tour conducted by appropriate personnel, students will demonstrate knowledge of research procedures by individually completing a teacher-made worksheet covering card catalog, Dewey decimal system, reference materials, vertical file, media usage, etc., with 90% accuracy. (2,3)

F. In groups, students will locate research materials on various reading levels and bring to the classroom for the construction of a classroom library. Compiled materials will be available to all groups. (3,1,2,4)

2 OBJECTIVES SPECIFIC OBJECTIVES ↓

G. Given a lecture demonstration on listening and the Cornell Method of Notetaking, students will demonstrate skill in notetaking by using the method to capsulize one live teacher lecture, one chapter chosen from the reading resource books and taped lecture on Mexico. Criteria will consist of comparing student notes to teacher-prepared sets. (3,2)

H. Students will demonstrate ability to pursue research topics individually and in groups, using available resources, by using assigned time profitably, as determined by teacher observation. (2,3,4)

I. Given a teacher lecture on effective speaking techniques, students will practice the skills outlined by writing and delivering a one minute commercial designed to sell a Mexican product. These will be videotaped and evaluated by classmates and teacher according to these criteria: adherence to outline; presentation; logical sequence of ideas; originality. (3,1,2,5)

J. Having prepared research presentations, small groups will give oral reports, while remainder of class takes notes. (2,4,1)

K. Given a guided discovery lesson on effective writing techniques, small groups of students will utilize notes taken during oral reports to write specific chapters for a student-made text on Mexico. Text will be typed and distributed. Evalaution will be according to the instrument for determining writing effectiveness, included in this unit. (3,4)

L. In small groups, students will plan a section of a Mexican mural to be painted in class, deciding how their particular topic can be visually portrayed. (4,5,1)

M. Students will complete a rough sketch for a section of a mural dealing with a particular topic, and transfer the sketch onto the wall mural carbon paper. (5,1,4)

N. Students will plan the painting of the mural, allocating responsibilities to various group members, and paint their section of the mural. Each group will explain their section of the mural in both a one page written commentary to be affixed to the mural and on a cassette tape. (5,4,3,1)

O. Given a lecture presentation on vocabulary development, students will select four words from a teacher-assigned book and apply the Frontier Vocabulary System to each word. (3)

P. Given teacher-designed learning centers with vocabulary activities, to accompany the videotape presentation on "Lost Cities" (theme vocabulary-emphasis on roots and affixes) students will select at least two activities to be completed during the class period, placing completed work in appropriate envelopes. Students completing learning center activities will select a book from the recreational reading table. (3,1)

Q. Given materials and working in pairs, students will create a vocabulary game or activity based on vocabulary words selected for the class glossary on day 20. (Selection of words may be from the entire class list, e.g., four (4) words x thirty (30) students = 120 words.) (3,5,4)

R. Students will divide into groups as determined in Objective C, assign leadership and delegate responsibility for fiesta day to be held on day 30. Students will draw-up and submit a plan for their area of concern to teacher by day 19. Teacher will approve plan by initialing it. (5,4)

S. Given books for recreational reading (various reading levels), students will choose a book with teacher assistance, and upon completion will complete a guidesheet for reporting on recreational reading. Students will be required to complete and report on at least fifty pages (may be completed in or out of class). (3,1)

SPECIFIC OBJECTIVES ↓

9 T. Students will complete a written test based upon vocabulary contracts with 100% accuracy. (3)

U. Students will select options from the activity packet totaling at least forty points. (points are listed on each option) Options which are student designed will be submitted to the teacher and assigned a point value. (5,1,3)

V. Students will check their completed activities against the unit activity list, determine which activities they have not yet completed, secure necessary materials and complete activity to attain objective. Student work must be completed by day 30 in order to count for credit.

9 W. Given a teacher led review, students will fill in the review outline as teacher works it on the overhead projector to prepare for the final written evaluation.

X. Given a written evaluation based upon Objectives E, G, H, I, K, O, P, Q, T, students will complete the objective part of the final evaluation with 90% accuracy. (3)
Given several open-ended sentences based upon Objectives C, D, F, J, L, R, students will evaluate unit, according to their perceptions on the effectiveness of grouped activities. (4)
Students will write one paragraph describing five essential facts they have learned concerning the culture and people of Mexico. This will be based upon Objectives A, B, M, N, S, U. (1)
Students will sign-up for a five minute private conference with teacher (can be scheduled anytime within next week) to discuss performance as to Objectives J, M, N, V, W. (2,5)

Y. Students will participate in culminating activity by voluntarily taking part in various activities on fiesta day. (5,4,1)

1 culminating activity

2 SPECIFIC OBJECTIVES ↓

8 MOTIVATION

SUGGESTED TIME ALLOTMENT FOR MEETING OBJECTIVES AND LEARNING OUTCOMES

DAY	OBJECTIVE	DESCRIPTION	DAY	OBJECTIVE	DESCRIPTION
1	A	motivation; research ideas	8	H	individual and group research
	C	fiesta grouping			
2	B	motivation;discerning main ideas	9	I	presentation on speaking techniques
	D	selecting research topics			begin work on commercials
3	E	library tour	10	H	research
				I	commercials
4	F	1/2 class secure research materials	11	H	research
	G	1/2 class lecture on notetaking		I	commercials
5	F	reverse groups from	12	J	oral reports (3)
	G	day #4			
6	G	notetaking activity	13	J	oral reports (2)
	H	individual and group research		L	mural planning
7	G	notetaking activity	14	J	oral reports (2)
	H	individual and group research		K	text writing

3 4 TEACHER and STUDENT ACTIVITIES

SUGGESTED TIME ALLOTMENT FOR MEETING OBJECTIVES AND LEARNING OUTCOMES

DAY	OBJECTIVE	DESCRIPTION	DAY	OBJECTIVE	DESCRIPTION
15	K	1/2 group - text writing	23	T	sharing ideas-vocabulary evaluation
	M	1/2 group - draw			
16	K	reverse groups from	24	U	options
	M	day #15			
17	N	two groups paint	25	U	options
	R	three groups plan fiesta		R	plan fiesta
18	N	switch groups	26	R	plan fiesta
	R			S	recreational reading
19	N	switch groups	27	R	plan fiesta complete unfinished
	R			V	activities
20	O	vocabulary lecture and activity	28	W	review
21	P	teacher-made vocabulary activities	29	X	unit evaluation
	S	recreational reading			
22	Q	students design vocabulary games, puzzles	30	Y	fiesta

3

4

7 culminating activity

STRATEGIES

8 MOTIVATION Fig. 4.106

Day 1 - Objective A, C

(guided discovery mode - convergent)

1. Have bulletin board or posters up to create atmosphere.
2. Introduce unit with slide presentation and teacher commentary.
3. Guided discussion - a. this unit is about Mexico.
   b. some topics we might want to consider are....
4. Write student suggestions on board.
5. Use questioning strategy to arrive at desired list of topics.
6. Discuss culminating activity with students (Mexican fiesta)
7. List various preparation groups (food, music/dance, etc.). See Objective
8. Discuss responsibilities of each group.
9. Allow students to volunteer for groups, guiding choices so each group has adequate representation.

3 to 4

teacher Strategy

Day 2 - Objective B, D

(guided discovery to inquiry mode - convergent to divergent)

1. Distribute worksheets with list of topics from Objective A.
2. Instruct students to watch slides and write a one sentence observation from each topical area.
3. Show slides with music background. Repeat if necessary.
4. Assign students to groups.
5. Allow groups to select a research topic from the list.
6. Provide for adequate coverage of topics by entire class.
7. Tell students that alternative proposals may be submitted for teacher approval.
8. Distribute objective checklist to students with points and grading criteria. Explain.

Student activity

Day 3 - Objective E

(lecture-recitation - convergent)

1. Plan library tour with appropriate personnel.
2. Distribute teacher-made worksheets.
3. Take students to library.
4. Assist library personnel.
5. Allow students to complete worksheet in library.

Day 4 - Objective F, G

(lecture-recitation - convergent)

1. Split class into two groups.
2. 1/2 group to library to secure research materials for oral report.
3. Make sure the "library group" can split into their respective research groups to look for materials.
4. Present lecture on listening and notetaking. (Use handout as content guide).
5. Distribute handout to students and begin practice for assignment.

Day 5 - Objective F, G

1. Switch groups and proceed as on Day 4.

Day 6 - Objective G, H

(includes convergent and divergent activities)

1. Split class into research teams.
2. 3 groups work on research projects, using any available materials.
3. 3 groups work on notetaking activity.
   a. 10 minute live teacher lecture on Mexican music. (Students take notes)
   b. Listening station - 10 minute taped lecture on Mexican art. (Students take notes)
   c. Duplicated article on Mexican dance or theatre. (Students take notes)
4. Switch notetaking groups at given intervals.

Day 7 - Objective G, H

1. Switch groups and proceed as on Day 6.

Day 8 - Objective H

(divergent)

1. Split class into research teams.
2. Allow students to work on research projects.
3. Set-up viewing stations for filmstrips, etc.
4. Provide access to library.
5. Call individual students to check on notetaking activity.
6. Provide assistance to students as requested. (research)

Day 9 - Objective I

(guided discovery to divergent activity)

1. Begin lesson by giving a short (30 second) speech in three different ways. (e.g., dull, normal, enthusiastic)
2. Discuss which version students enjoyed best and why.
3. Work into presentation on effective speaking techniques.
4. Use "effective speaking handout" as a guide to cover main points.
5. Distribute handout and discuss how TV commercials are set-up; how they follow this format.
6. Show several videotaped commercials if possible; if not, allow students to relate TV commercials with which they are familiar.
7. Give students assignment to write and deliver a one minute commercial to sell a Mexican product.
8. Display examples or pictures of Mexican products.
9. Students make choice and begin to structure commercials.

Day 10 - Objective H, I

(divergent - inquiry activity)

1. Students work on research or commercials.
2. Set-up videotape recorder to film commercials as they are ready.

Day 11 - Objective H, I

1. Continue as on Day 10.
2. Allow students to operate videotape recorder if regulations permit.

3 and 4

Day 12 - Objective J

(student reports)

1. Instruct students to take notes while oral reports are being given.
2. Quickly revive notetaking techniques.
3. Two or three 10-15 minute reports.

Day 13 - Objective J, L

(student reports)

1. Continue procedure for oral reports. (Two groups)
2. Explain wall mural idea to students. (Different sections of the mural will reflect various research topics)
3. Develop notion of the purpose for a mural.
4. Allow groups to discuss how they might visually portray their topic.
5. Distribute newsprint for initial sketching of ideas.

Day 14 - Objective J, K

(guided discovery - convergent)

1. Continue procedure for oral reports. (One group)
2. Conduct guided discovery lesson writing techniques.
3. Use several written examples to show different ways to verbally express ideas.
4. Use questioning strategy to develop concepts on handout.
5. Distribute handout and assign groups the task of writing a chapter to be included in student-written text on Mexico.
6. Finished chapter will be submitted to teacher for approval.
7. Allow students to type text on dittoes. (Illustration of chapter may be chosen as an activity for Objective U for a total of thirty points)

Day 15 - Objective K, M

(divergent)

1. Divide class into two sections.
2. 1/2 class continues text writing.
3. 1/2 class begins to draw mural.
4. Provide newsprint. (large sheets)
5. When drawings are complete, submit to the teacher.
6. Give large sheet of carbon paper, and show how to transfer to wall mural paper.

Day 16 - Objective K, M

1. Switch groups and proceed as on Day 15.

Day 17 - Objective N, R

(small group work)

1. Divide class into "fiesta planning" groups.
2. Have paints, brushes, water etc. ready before class.
3. Assign a student to monitor time.
4. Allow at least ten minutes to clean-up and set-up for next class.
5. Other groups develop concrete plans for fiesta. (to be submitted by Day 19)

N.B. Each group will plan on one day and paint on the two other days allotted for this activity.

Day 18 - Objective N, R

1. Switch groups and proceed as on Day 17.

Day 19 - Objective N, R

1. Switch groups and proceed as on Day 17.
2. Collect fiesta plans for teacher approval and initials.

Day 20 - Objective O

(lecture recitation)

1. Begin lesson asking students to imagine what it would be like to live in a world without words.
2. Discuss notion of specific vocabularies for specific areas; e.g., sports, medicine, music.
3. Ask for examples.
4. Develop notion that class can develop a Mexico glossary.
5. Ask students what they might "do" with the words in a glossary.
6. Use questions to secure answers - spell them, define them, etc.
7. Present Frontier system using overhead projector and transparencies.
8. Allow students to choose a book from the Mexico library shelf which they may be reading or would like to read.
9. Distribute dictionaries and index cards.
10. Ask students to choose four words which they do not know.
11. Select one word to use as a class example, e.g. HEMP. Take students through the Frontier system.
12. Allow students to complete other words similarly.
13. Collect cards to make master list for distribution tomorrow.

Day 21 - Objective P, S

(guided discovery)

1. Redistribute cards and master list.
2. Distribute contracts. Students contract for a minimum of five and maximum of twenty words from master list. (spell, definitions, use in a "context" sentence)
3. Show videotape.
4. Have learning centers set-up ahead of time.
5. Give group instructions as to numbers allowed, time allotment, etc.
6. Point out recreational reading table and guidesheets.
7. Students to complete at least two centers, then move to recreational reading table or study vocabulary.

Day 22 - Objective Q

(inquiry - divergent)

1. Provide materials for students.
2. Have several examples of vocabulary activities, puzzles, games around room.
3. Students may choose words for their games from master list.
4. Students instructed to design a simple game, puzzle, etc. using several glossary words.
5. Extra time should be spent in preparing for vocabulary evaluation.

3 and 4

Day 23 - Objective T

(convergent)

1. Teacher administers written vocabulary evaluation.
2. Students select those sections which are appropriate to their vocabulary contract.
3. Remaining time used for sharing of games designed yesterday.

N.B. Vocabulary evaluation is competency-based. Students may submit plan for demonstrating skill if scores are not acceptable.

3 and 4

Day 24 - Objective U

(divergent - guided discovery)

1. Provide multiple sets of options cards.
2. Make sure all necessary materials are available.
3. Instruct students that they will have two class days(and outside time) to complete forty option points (minimum). Any combination of activities will suffice (activities are multi-leveled).
4. Spare time may be spent in playing student-made vocabulary games, etc.

Day 25 - Objective U, R

1. Continue work on options.
2. Spare time to be spent in vocabulary work or recreational reading.
3. Take last fifteen minutes of class time for groups to make final plans for the fiesta.

Day 26 - Objective R, V

(small group work)

1. Allow groups to work for twenty minutes on planning fiesta.
2. Groups not needing time may work on vocabulary or options.
3. Remind students that recreational reading activity must be completed by Day 30.
4. Have students check on Objective Sheet for unit to list incomplete assignments.

Day 27 - Objective R, V

(individualized)

1. Students to work on incomplete activities.
2. Have all materials ready for easy access to students.
3. Groups needing to plan further for fiesta may request that time.

Day 28 - Objective W

(guided discussion)

1. Distribute a review outline to students.
2. Teacher conducts guided discussion using overhead to prepare for written evaluation.
3. Explain parts, relationship to objectives sheet, etc.

Day 29 - Objective X

(convergent)

1. Written unit evaluation:

objective section	15 minutes	20 points
open-ended sentences	10 minutes	10 points
content essay	20 minutes	**20 points
		50 points

7 culminating activity

2. Have sign-up sheet ready. Students sign-up for a five minute private conference with teacher to discuss overall performance on unit.
3. Check final preparations for fiesta.

Day 30 - Objective Y

(student-centered activity)

1. Culminating activity for unit.
2. Set-up equipment.
3. Coordinate time and assign responsibilities for clean-up, set-up, etc.
4. Go over ground rules for behavior.
5. Wrap-up unit by highlighting main concepts and activities covered during last six weeks.

7 CULMINATING ACTIVITY

3 and 4

LIST OF MATERIALS NEEDED FOR EACH DAY

Day 1 - Slide projector
Screen
Slides on Mexico
Blackboard
Paper and pencils for students

Day 2 - Slide Projector
Screen
Record player or tape recorder
Mexican record or tape
Slides on Mexico
Worksheet with list of research topics

8 → MOTIVATION

Day 3 - * Arrangements for library usage
Worksheet to accompany library presentation

Day 4 - Teacher-procured materials (public library, embassies, etc.)
School library
Handout on the Cornell method of notetaking

Day 5 - Same as Day 4

Day 6 - Ten minute cassette lecture for notetaking exercise (teacher-made)
Cassette recorder and earphones for listening station
Classroom library resources

Day 7 - Same as Day 6

Day 8 - Classroom library resources
School library
Projector, filmstrip viewer, etc. for previewing media

Day 9 - Handout on effective speaking techniques
Magazine pictures depicting Mexican "products"

Day 10 - Magazine pictures from Day 9
Research resources
Videotape equipment

Day 11 - Same as Day 10

5 Materials

Day 12 - Lecture or table for a "panel" discussion (hardware as requested by student presenters)
Paper and pencil

Day 13 - Same as Day 12
Large sheets of newsprint for planning mural

Day 14 - Same as Day 12
Handout on effective writing techniques
Typewriter

Day 15 - Handout on effective writing techniques
Typewriter
Paper
Large sheets of newsprint
Large sheets of carbon paper
Paper taped to wall - 24' x 3'

Day 16 - Same as Day 15

Day 17 - Newsprint for recording ideas for "fiesta"
Tempera paint
Small containers (three for each color)
Water
Paint brushes (one for each small container)
Paper towels
Sponges

Day 18 - Same as Day 17

Day 19 - Same as Day 17

Day 20 - Handout on vocabulary development (overhead projector and transparencies)
Classroom library books
3 x 5 file cards
Dictionaries (preferably one for each student)
Contracts

Day 21 - Four learning centers (teacher-made vocabulary activities)
- Crossword puzzle
- Board game
- Peg board
- Magazines to cut-up
- Paste
- Scissors (each center to be self-contained)

Table with books selected for recreational reading
Guidesheet for reporting on recreational reading
Videotape equipment

Day 22 - Materials for students to design vocabulary activities
- Old game boards
- Posterboard
- Scissors
- Rubber cement or glue
- Masking tape
- Marking pens

5 MATERIALS

Colored paper
Graph paper
Typewriter
Cassette tapes and recorder
Blank transparencies
Overhead projector

Day 23 - Worksheet to evaluate two vocabulary activities other than the student's own
Paper for vocabulary evaluation (whole group) on contracts

Day 24 - Activity packet (materials needed to complete options included in packet)

Day 25 - Same as Day 24
Newsprint to finalize planning for fiesta

Day 26 - Fiesta planning
Art materials for decorations group
Record player, etc. for music/dance group
Materials for food group to make menus
Table with books selected for recreational reading
Guide sheets for reporting on recreational reading
Materials for fiesta costume groups

Day 27 - Same as Day 26
Materials available for all unfinished activities (check with students ahead of time)

Day 28 - Review outline for students
Overhead projector
Transparencies

Day 29 - Teacher-made test
Open-ended evaluation sheet
Point tally sheets

Day 30 - Fiesta
Record player, records
Projector for slides or film (if students request)
Tables for food
Students will request additional materials as needed by each group

5 MATERIALS

7 CULMINATING ACTIVITY

WRITING EVALUATION FOR OBJECTIVE K

NAME _____

GROUP _____

TOPIC _____

DATE _____

	Excellent 8 points	Good 6 points	Average 5 points	Needs improvement 3 points	Poor 2 points
Content					
Organization					
Language Usage					
Neatness					
Supporting Details					

COMMENTS:

EVALUATION

N.B. Objectives which have not been circled may be presumed to have been met satisfactorily unless the teacher specifies something to the contrary to an individual student. Group activities require participation by all members.

OBJECTIVE

A - Students will meet this objective when they participate in the teacher-led discussion (target is 75% of class participating) and name the topical areas outlined in the objective.

B - Students will meet this objective when they complete a worksheet so that it includes a one sentence observation on each of the topics listed in Objective A. Teacher will assign a point total from 1-5 based upon: relatedness to slides; sentence structure; spelling and punctuation. Students will have the opportunity to provide a rationale for their sentences in terms of relatedness to the slides.

C - Students will meet this objective when they volunteer to participate in one of five "fiesta day" groups. Teacher will question students who choose not to volunteer.

D - Students will meet this objective when, in small groups, they demonstrate that they have (1) decided on a process by which they will select a topic; (2) assign leadership roles and (3) choose a topic from the list or submit an alternative proposal.

E - Students will meet this objective when they complete a teacher-made worksheet with 90% accuracy.

F - Students will meet this objective when they have participated in a group search for materials. This will be evaluated by teacher and library personnel and rated satisfactory or unsatisfactory.

G - Students will meet this objective when they complete the notetaking activity by using the Cornell method to capsulize the three lecture segments. Evaluation will be based upon individual comparison of student notes to teacher-made sets to check for 90% of main points covered in lectures and perfect adherence to the notetaking method.

H - Students will meet this objective when, as determined by teacher observation, they demonstrate ability to pursue research topics independently and in groups. Teacher will note time management, respect for other students, group participation, etc., and advise students if performance is less than satisfactory.

I - Students will meet this objective when they have attended the lecture and completed the "commercial" activity. Commercials will be videotaped and evaluated both by students and teacher according to these criteria:

adherence to outline	5 points
presentation	5 points
logical sequence of ideas	3 points
originality	2 points

Teacher will randomly select four students' evaluations and average them; then average that score with his/her score and determine the point total.

6 EVALUATION

J - Students will meet this objective when they present a 10-15 minute oral report on their particular topic. Students not presenting reports will take notes using the Cornell method, as teacher observes both presentations and notetaking. Teacher evaluation of oral reports will include the following aspects:

content	25 points
presentation	10 points
media and visual aids	5 points
logical progression of ideas	5 points
introduction/summary	5 points

K - Students will meet this objective when they complete the textwriting assignment. Evaluation will be according to the instrument for determining writing effectiveness which is included in this unit.

L - Students will meet this objective when they use time provided to plan their section of the mural. Evaluation will be by teacher observation.

M - Students will meet this objective when, in groups, they draw their section of the mural, present it to the teacher and transfer it onto the wall paper using carbon paper.

N - Students will meet this objective when they decide as a group how they will delegate responsibility for mural painting activity, paint the mural and complete the commentaries. Evaluation will be according to these criteria:

group process	3 points
painting	4 points
mechanics (clean-up, org.)	1 point
commentaries	2 points

O - Students will meet this objective when they attend the lecture presentation, participate in the discussion and complete the Frontier Vocabulary activity with 100% accuracy. (5 points each card)

P - Students will meet this objective when they have viewed the videotape and completed with 100% accuracy a minimum of two learning centers.(5 points each center, including recreational reading)

Q - Students will meet this objective when, working in pairs, they design and complete a vocabulary game or puzzle based upon the master vocabulary list. Evaluation will be based on the following criteria:

use of vocabulary words	10 points
group process	3 points
design of game, etc.	4 points
writing of game directions	3 points

R - Students will meet this objective when they have, in groups, submitted a plan for their "fiesta" responsibility area. This activity will be evaluated by teacher judgment on:

group process	3 points
feasibility of plan	2 points
clarity of plan	5 points
operationalizing plan	10 points

EVALUATION OF OBJECTIVES (cont'd)

S - Students will meet this objective when they have completed a guidesheet on recreational reading material which will reflect knowledge of:

content	8 points
main ideas	4 points
student comment	3 points

T - Students will meet this objective when they complete a written test on vocabulary contracts with 100% accuracy. Students not achieving perfect scores may submit alternative plans for demonstrating vocabulary competency.

U - Students will meet this objective when they select and complete options in activity packet with a maximum total of 40 points. Options will be evaluated by individual conferences between teacher and student to agree upon a point total.

V - Students will meet this objective when they check their unit objective sheet, note activities to be completed and compare their findings with teacher records. Students and teacher will confer concerning any discrepancies.

W - Students will meet this objective when they attend the review session and complete the review outline worksheet as directed by teacher. Teacher observation will be the method of observation.

X - Students will meet this objective when they have finished a written evaluation based upon the unit. Objective section (20 points, content and reading skills) to be completed with 90% accuracy; open-ended sections (10 points, group process, affective objectives) will be satisfied if each sentence is completed; essay response (content, 20 points) will be rated according to the following criteria:

mastery of content	15 points
paragraph structure	3 points
clarity of ideas	2 points

Y - Students will meet this objective when they put "fiesta" plans into operation, attend the class and voluntarily participate in all scheduled activities. Evaluation will be by teacher observation.

6 EVALUATION

7 CULMINATING ACTIVITY

NOTETAKING

Why?

1. Capture teacher's ideas - after 20 minutes 47% of nonsense material forgotten.
   meaningful material 21% retained after 14 days.
   80% forgotten in 2 weeks with no notetaking.

2. Lecture notes are hand-written books

Cornell System

1. large loose leaf notebook
2. Take notes on one side of paper only
3. draw vertical line 2½ inches from left edge of sheet = recall column = key words phrases right side = record notes
   before each lecture review

During lecture

Record notes in paragraph form
Capture general ideas - insert details from book
Skip lines to show end of one idea and start of another. Sub-ideas and details listed under main idea - numbered
Use abbreviations
Write legibly

After lecture

prepare overview - read notes, correct, insert information, underline or box words containing main idea - result overview of lecture.

prepare cues - jot down key words, phrases, cues

recite - cover notes, recite, uncover and verify

Formula

1. Record
2. Reduce - form relationships reinforce continuity
3. Recite
4. Reflect - write ideas, opinions, experiences on cards structure, outline, summarize, catagorize
5. Review - 10 minutes per week

HOW TO SPEAK EFFECTIVELY

1. Be fully prepared
   a. know subject
   b. evaluate topic in terms of listener (audience minded)

finished plan = outline (pattern of ideas)
30-50% as many words as speech
-order relationship of ideas
-distinguish main ideas and details
-note transitions

Parts of Outline

1. Introduction-1) attention-interest of listener
   ex.-statistic, example, quotation
   2) provide background information

2. Purpose Statement
   1) tells audience ground you want to cover
   2) provides focus

3. Body
   1) 65-90% of speech
   2) develop topic
   3) list main points

4. Conclusion
   1) summary of main points

fusion of main points, details, and transitions
-transition = restatement; pre-outlining; listing

Selection of topic
3-4 main points 10-15 minute speech
perception, interpretation, and valuable speech
interests of audience

Preparation
1) Overview
2) Research
3) Outline
   a. learn ideas thoroughly
   b. practice delivery

Facing Audience
1) Eye contact
2) Physical learning
3) Voice

SPEECH FORMAT

INTRODUCTION

I. Opening statement which refers to the subject and should contain material that gets attention, creates receptivity, establishes interest and common ground.

A. support

B. support

II. Why should the audience know what the speaker is talking about?

A. support (Example, illustration, statistics, etc.)

B. support

BODY

I. Statement of purpose. What is the purpose of the speakers subject matter?

A. Preview of the first major subdivision of the subject.

B. Preview of the second major subdivision of the subject.

(This can be repeated in terms of the number of main divisions needed)

II. Statement of the 1st major subdivision of the subject.

A. support

B. support

III. Statement of the 2nd major subdivision of the subject.

A. support

B. support

(This can be repeated in terms of the number of divisions used)

CONCLUSION

I. Summarizing statement. (What you have told your audience so far)

A. support

B. support

II. Concluding statement. This is your final wrapup.

HOW TO WRITE EFFECTIVELY

How to write effectively

1. Start to work early.
2. Choose a subject you are interested in.

Kinds of papers

1. Themes - short, based on your own conclusions or drawn from your experience of reading the books you are assigned to read.

2. Reports - factual discussion, results of research format supplied by instructor. You will read about others research or do an experiment yourself.

3. Critical essays - your opinion on a book usually assigned in an English or language course. You will be assigned a book to read.

4. Research papers - any specified length (at least 4 double-spaced typed pages) based on written research materials.
   - Research papers are based on published materials you use to support an arguement or point of view.

1. card catalog books author's name subject
2. reference section
3. periodical section - magazines, newspapers

American winemaker
1. name in card catalog
2. American winemaker
3. wine
4. grape growing

- fill out cards
- copy information - mark quotes
- ... deletions
- paraphrasing

Organization of the paper
- time sequence ex. history
- process
- development of an argument

Write points list supporting facts main supporting

cooling off period
revision

Technical details

1. Transitions - the reader moves from one point to another
   first, second, next, in addition, finally, as the result
2. Grammar
3. Spelling - proof reader - mark not correct

Plagiarism - paraphrasing
Consistent - footnotes
bibliography alphabetical order

HOW TO WRITE EFFECTIVELY

1. State Point Clearly

   - Gardening is an enjoyable avocation.

2. Develop the Point Beyond a Brief Statement

   - Faced with the pressures of modern living, many people turn to working with plants to relax themselves and become absorbed in the living world around them.

3. Support with Quotes from Authorities and Statistics

   - Organizations that serve gardeners are growing rapidly. In the past two years garden clubs and other horticultural organizations report significant numbers of new members. An estimate of gardeners actively affiliated with these organizations numbers in the millions, according to James Jones, executive director of Gardeners, Inc.

4. Illustrate with Examples

   - One organization, the American Horticultural Society, has purchased an estate for its' new headquarters to serve a membership that has tripled in the last 18 months.

5. Interrelate with Main Points

   In addition to joining general gardening organizations, gardeners who specialize can join societies for those interested in growing irises, primroses, day lilies, and other garden favorites. Most of these groups have grown, too, as a result of the increased general interest in growing plants.

Abbreviations and Symbols

1. Symbols ≠ not equal
   f frequency

2. Create a family of symbols 0 organism
   θ individual
   (S) individuals

3. Leave out periods cf confer
   eg
   dept
   nyc

4. Use first syllable of word pol-politics
   dem-democracy

5. Use first syllable and first letter of second syllable subj - subject
   cons - conservatives

6. Estimate final letters - use just enough letters to form recognizable unit: assoc - associate
   ach - achievement
   bio - biological

7. Use apostrophe gov't - government

8. Form plural by adding "s" chaps - chapters

9. Use g to represent "ing" endings decrg - decreasing
   ckg - checking

10. Short words should be spelled out

11. Leave out unimportant verbs

12. Use symbols for transitional words w/o - without
    w/ - with
    vs - against

Vocabulary

A good vocabulary must be: 1. Precise - more important
2. large

- There is a close relationship between good vocabulary and success.

A good oral report or a clear precise contribution to class discussion has greater impact than vague generalities.

- imprecise vocabulary could totally misinterpret an author's presentation.

Fundamental building blocks of learning and knowledge are words.

Thinking is silent speech.

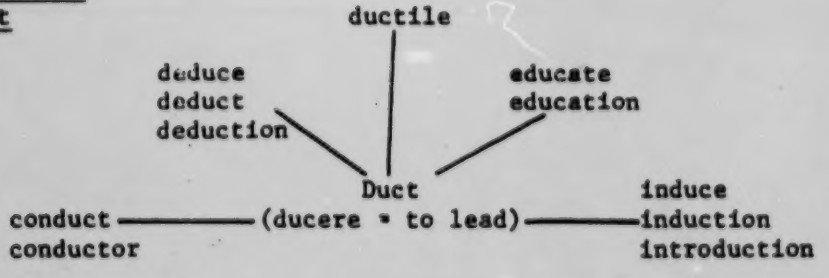
Vocabulary System

1. Become interested in words - learn words and then use them.

2. Become dictionary-minded - carry a small dictionary
   - look words up as you study
   - for technical vocabulary use text glossary or specialized dictionaries.

3. Use frontier system
   Rationale:
   - skills proceed from simple to complex
   - each skill is developed in an orderly sequence of steps
   - each step is a different level of difficulty
   - no significant step may be skipped. Each step develops the pattern that makes the next step possible.

Constellation of words from one root



- difficulty of word depends on - complexity of the idea it stands for

- most vocabulary systems are based on a body of words or word forms (prefixes, roots and suffixes)

Making Frontier Vocabulary System Work:

Use the 3 X 5 card plan. Here is how this flexible plan works.

1. When a word is encountered that cannot be precisely defined, copy on a 3 X 5 card the entire sentence in which the word occurs. Underline the word so that it stands out.

2. When a small number of these cards have accumulated, look up the words in an unabridged dictionary.

3. On the same side of the card that bears the excerpted sentence, the word with its syllables and diacritical markings should be printed so that accurate pronunciation is possible. You will find it much easier to use the word in conversation if you practice saying it out loud. Nothing else should be placed on the front of the card, unless you wish to footnote the source of your sentence, phrase, or word.

4. Now use the reverse side of the card. If the word has been made up of a prefix and a root, record this information on the card. Knowing the derivation of the word and some of its ancestry will help you learn the word with greater precision.

5. Write the several definitions, or variations of the definitions, on the reverse side. Place an asterisk beside the definition that best fits the word as it was used in your original sentence. Figure 7-4 p. 97 shows two typical cards.

6. Carry about a dozen of these filled-out cards in your shirt pocket or hand bag, so that they will be handy to review whenever there is a spare moment. You could look at them when standing in a cafeteria line, waiting for a bus, sitting in someone's outer office, and so on.

7. Always look at the front side of the card. The word should be pronounced correctly, the sentence read completely, then the word defined, not necessarily verbatim in dictionary language, but meaningfully in your own language. All this should be done before looking at the definition on the back.

8. After you have defined the word to the best of your ability, turn the card over to check on the accuracy of the definition.

9. If you are not satisfied with your definition, place a dot on the front of the card in the upper right-hand corner. The next time you go through your cards, a dot will remind you that you missed on a previous try. When a card has three or more dots, it is time to give that word some special attention.

10. After the small stack of cards has been mastered, return the cards to a file and pick up additional ones for mastering.

11. The words that have been mastered should be reviewed from time to time.

With the mastering of the precise meaning fo each frontier word, there will be more than a corresponding advance in your reading, writing, speaking, and thinking.

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a LAP on LAP's

How to write a

LEARNING ACTIVITY PACKAGE

Name _____

Teaching Field _____

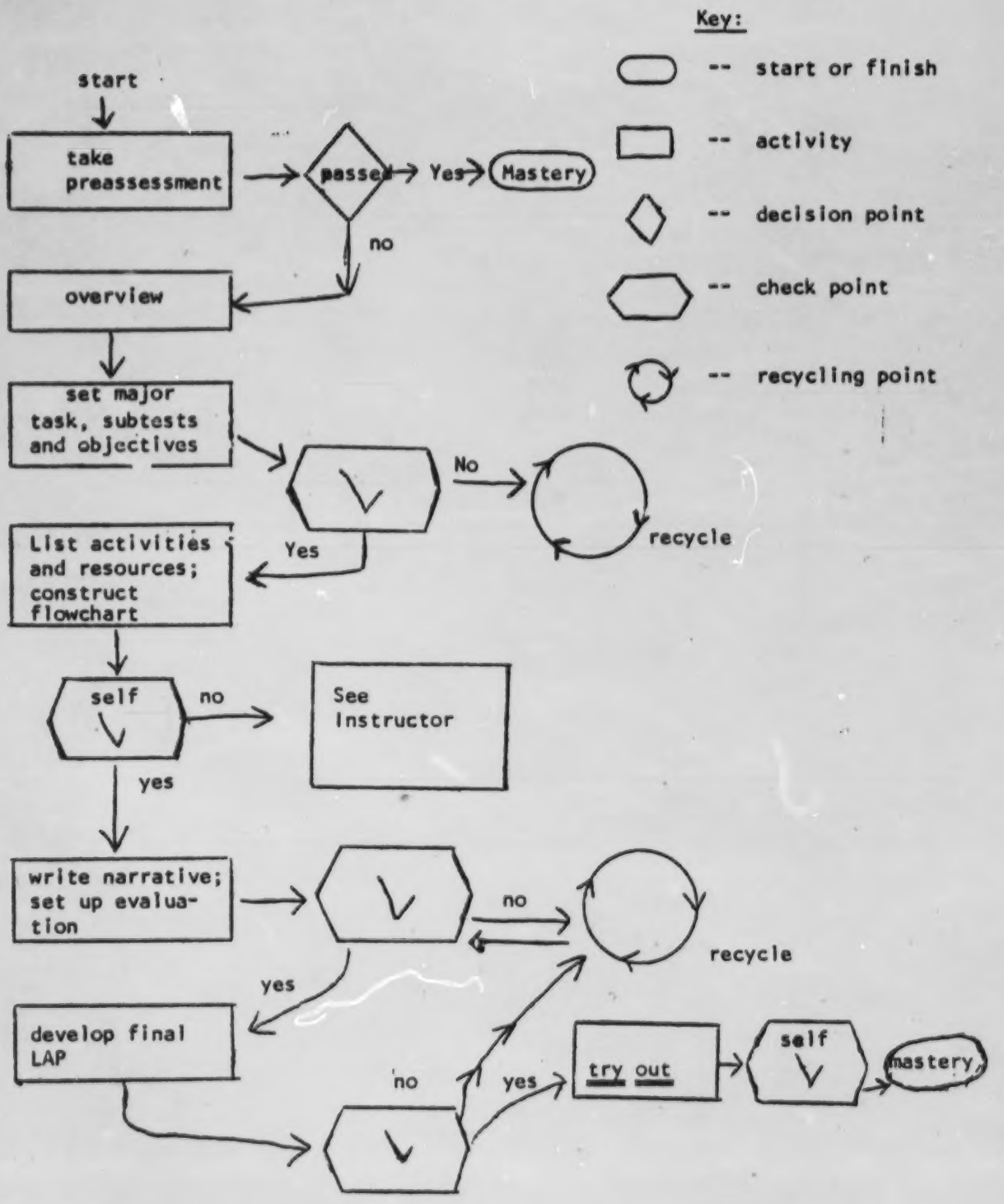
School _____

LAP on LAP's

A Learning Activity Package (LAP) is one way to learn a concept, idea, or skill. A LAP is one way teachers can individualize instruction and still retain control over what students are learning. LAP's are particularly useful in teaching reading skills along with content material. Students frequently have different needs for instruction in reading skills, but they may all need to learn the same content material. Teachers can construct several different LAP's which teach the same concept, but focus on different reading skills in each LAP.

As you go through this LAP on LAP's, you will read about various kinds of LAP's--their format, uses, and construction. You'll be referred to more extensive discussions of LAP's and concepts necessary to write a LAP. And you'll be invited to study samples of LAP's. Then you'll be ready to construct your own LAP. The following flowchart shows you the order of your activities in this LAP.

Flowchart for this LAP on LAP's



Start now with the Pre-Assessment of your knowledge about LAP's.

Pre-Assessment

DIRECTIONS: A pre-test is included to determine if you need to complete the following LAP. If you are uncertain about any or most of the terminology, have questions about the reason for the particular sequence of items, or can see you will experience some difficulty in completing most or some of the pre-test you obviously need to skip the pre-test and complete the LAP. If you find it necessary to read ahead in the LAP in order to answer questions on the pre-test, you should immediately skip the pre-test and begin work on the LAP. The pre-test is a self-screening instrument.

1. From an area you teach, select an appropriate MAJOR TASK (an idea, skill, generalization, attitude) and write it in the following space.

2. Sub-divide the Major Task and write 2 of its SUB-TASKS in the spaces

   a. _____

   b. _____

3. Write an INSTRUCTIONAL OBJECTIVE for each of the Sub-Tasks just identified. (If you can't do this, go directly to the beginning of the LAP and begin working)

   a. _____

   B. _____

4. Identify 2 ACTIVITIES and 2 RESOURCES you would use to develop the Instructional Objectives written in #3 above.

Activities To Do	Resources To Use
a. _____	a. _____
b. _____	B. _____

5. In the space below, sketch a FLOWCHART you would use to structure and sequence the Activities and Resources into a learning LAP. (If you don't know about flowcharting, skip this test and begin work on the LAP)

6. Write 2 QUESTIONS for assessing what has been learned by the student in #1-5 of this test.

   a. _____

   b. _____

(from McLean and Killian, pp. 16 and 17)

Check this pre-assessment with your instructor if you feel you answered the questions correctly. If not, turn the page to begin this LAP now.

Objectives

So you are going to write a LAP! Here are the instructional objectives you will master by the time you finish this LAP:

1. You will write three or more instructional objectives, including conditions, student behavior, and evaluation criteria.
2. You will develop methods of meeting each objective that meet the criteria of concept development discussed in the LAP.
3. You will write or collect appropriate reading material for your LAP and determine its suitability for your students' reading levels by testing it for readability level, using Fry's scale or an approved substitute.
4. You will develop a flowchart showing the sequence of activities, write a narrative which follows that sequence, and provide "continuity" through the LAP.
5. You will develop an evaluation procedure for the LAP, including: (1) a pre-assessment or diagnostic procedure; (2) a record-keeping form showing how and where each objective is evaluated; (3) a culminating activity and/or post-test; (4) a form for the student to evaluate his performance and the LAP; (5) a form for the teacher to evaluate the student.

Culminating activity: completion of a LAP and testing of it on at least a few (3-5) students in one of your classes.

I. BEGINNING TO WRITE A LAP

In order to write a LAP, you need to know more about LAP's than you know right now. LAP's are known by many different names, but all of these names refer to the same basic instructional tool:

> "An Individualized Learning Pac (ILP) can be likened to an individualized lesson plan guiding the student through a series of learning activities and materials in order to alter the student's behavior or to have him acquire knowledge."--Killian, p. 1

The McLean and Killian book in our professional library which uses this definition is a good source of information on LAP's. Read the following section for an overview of LAP's:

> McLean and Killian, How To Construct Individualized Learning Pacs, pp. 1 - 12.

In this LAP on LAP's, we are following the same procedure as McLean and Killian do in their "Pac-in-a-Pac", pp. 15 - 30 in their book. If you get confused by this LAP on LAP's, look at McLean and Killian's Pac-in-a-Pac to clarify the problem for you. The big difference between their Learning Pac and the one you will write is that yours will emphasize THE INTEGRATION OF READING SKILLS AND CONTENT MATERIAL. In other words, you may write a LAP on many different topics and using many different teaching procedures, but you must include a reading skill component and at least one objective dealing with that reading skill.

II. DEFINING THE TASK AND WRITING INSTRUCTIONAL OBJECTIVES

The Task

As McLean and Killian tell you, your first task is to define your task - the central task to be taught by your LAP. Check that the task will take the appropriate amount of Time. Aim for a LAP to be completed in one week. LAP's which take longer than that run the risk of losing student interest. If you have especially good students or ones that are highly motivated, longer LAP's work well. If your students are easily distracted, perhaps three or four days is long enough. Remember, time is flexible in a LAP, so students will work at their own pace and some will take longer than others.

Check also the complexity of the major task. Since you must build the LAP in a careful sequence, the task must be one which can be divided into the necessary learning sequence and still be covered in the time you have chosen.

Write the Major Task for your LAP here:

MAJOR TASK _____

The Sub-tasks

Selecting sub-tasks for this major task involves dividing the task into instructional parts. What would a student need to know in order to succeed in the major task?

For example, in a 7th grade social studies LAP with the major task of understanding Climate in the United States, the sub-tasks included:

(1) reading climatic maps;

(2) the concept of climate (temperature, precipitation, humidity, wind, sunshine);

(3) climate's effects on ways of life (shelter, dress, transportation, etc.).

A Science LAP on the same topic would perhaps emphasize some of these factors more than the social studies teacher did, thus the sub-tasks would be different.

List the sub-tasks for your LAP here:

1. _____

2. _____

3. _____

4. _____

Instructional Objectives

No doubt you have written instructional objectives for various kinds of teaching procedures - units, lesson plans, etc. The objectives for a LAP are the same sort, but they relate to the sub-tasks you have just listed. Your job is to write at least one objective for each of the sub-tasks.

Since instructional objectives can be written in many formats, no particular form is required in this LAP. You should write objectives that are acceptable in your school system. However, if you have no accepted format, or if you need a review of writing objectives in general, check one of the following sources:

"Writing Behavioral Objectives" by Theodore Esbensen (handout available from instructor).

"Instructional Objectives", Chapter 2 of The Psychology of Learning and Instruction, John P. DeCecco (Prentice-Hall, 1968), pp. 30-53.

Robert F. Mager: Preparing Instructional Objectives (Fearon Publishers, 1962).

R. O. Kibler, L. L. Barker, and D. T. Miles: Behavioral Objectives and Instruction (Allyn and Bacon, 1970).

As you write instructional objectives for your LAP, keep in mind that you must include at least one objective which deals with a reading skill. Broadly stated, that means one objective aimed at the student's competence in vocabulary, comprehension or a study skill. Go back to the descriptions and examples of skills in each of those areas which we have already discussed.

Look at the Major Tasks and sub-tasks of your LAP and answer these questions:

(1) What reading skill is most necessary to succeed in these tasks?

(2) What reading skill will likely be new to my students? Vocabulary/concept words? A higher level comprehension skill? A specific study skill?

(3) What reading skills could I teach along with this content which I know several students are weak in?

Select one or two reading skills which would be the most effective in combination with the content given in the Major Task. Frame an objective or two that fit this skill.

When you are satisfied that you have written appropriate objectives, you are ready for a

CHECKPOINT!

Take the tasks and objectives to your instructor for discussion and approval.

Instructor's initials _____

III. ACTIVITIES AND RESOURCES

A. Activities

Now you are ready to select the activities that students will carry ou out to meet each of your objectives. The first concern is with concept formation. What concepts will students learn during this LAP? Will they begin with the necessary background to develop these concepts? You will need to check on the important background information in the Pre-test you will write later. At the present time, you can concentrate on teaching the concepts in each sub-task. Perhaps you need to review again the principles of concept formation. Any book on educational psychology is a good reference. Or you may read:

a. Part I of George Henry's book, Teaching Reading As Concept Formation (pp. 1-53) in our professional library, or

b. a selection from Chapter of DeCecco's book (reprint available from instructor).

As you select a sequence of activities for each objective, consider whether yoy have included the following:

1. Presentation of the concept.
2. Examples of it, both positive and negative.
3. Connections between this concept and others students should know.
4. Practice in attaining the concept.
5. Evaluation of student's competence.
6. Additional practice and recycling for a student who fails to meet criterion on the first trial.

These activities should provide some choices for students, where appropriate, and alternative activities to allow for differences in learning abilities (fast/slow), learning styles (group/individual), learning modalities (visual/oral/written), learning interests. No

one LAP can provide all these kinds of alternatives, but each LAP should include some choices and alternatives.

The Reading Skill Objective will require activities like every other objective. However, the practice and study associated with that objective may use regular content material. It is possible for a student to read one set of material and be developing content concepts and reading skill simultaneously.

B. Resources

You need now to find reading materials and other resources for students to use in each activity. Variety is again the key! Even though we are emphasizing reading, be sure one resource includes a medium besides reading. Examples: film, filmstrip, audiotape, videotape, overhead transparency, model, lab equipment, any other visual or hands-on materials.

Check each assigned reading resource for readability level - use the Fry graph, SMOG index or another approved formula for this. List resources and reading level for each activity.

Scale Used _____

TITLE	READABILITY DATA	READING LEVEL

C. Construct a Flowchart

Construct a flowchart of the sequence which the student must follow in completing your LAP. Use the flowchart on page 2 of this LAP as a model. You may use the symbols and key which is used here, or you may develop your own. If flowcharting is a new and strange activity for you, you may want to look at McLean and Killian's description of what to do (pp. 24-25 in their Pac-in-a-Pac).

When you have completed your flowchart, you're ready for a . . .

Are you satisfied with your activities?

Your resources?

Your flowchart?

If so, go on to Part IV. If not, check with the instructor.

IV. WRITE THE NARRATIVE

Now you are ready to tie all of the activities together, so the student will know where he is going and what he is to do at each activity.

Write directions for each activity that are clear, concise, and appropriate for the reading level of the students. Write them for an individual student; specify what to do, how to answer, what kind of answer, where to answer, where materials are, and how each will be evaluated.

Test all your written material - narrative and directions - for reading level. Use the Fry scale, SMOG or another scale.

Scale Used _____ Grade Level _____

READABILITY DATA

V. EVALUATION

Develop an evaluation proceudre for the entire LAP, so that each objective, including the reading skill objective, is evaluated somewhere during the LAP. This evaluation can come immediately after the student works on the objective or it can come at the end of the LAP. Work through these steps:

1. Establish an evaluation procedure for each objective (quiz, exercise, written or oral statement, project, etc.). Determine which will be self-scored, which teacher-scored. Provide answer keys where necessary. Include all exercises, quizzes or worksheets in the LAP.
2. Establish a culminating activity for the LAP. This can be a post-test, or it can be a project, paper, or other creative effort, or a combination of both. This culmination should provide the student with a sense of closure. Determine the way this activity will be evaluated and by whom.
3. Establish a pre-assessment procedure. This can be a pre-test or any other diagnostic procedure. Include scoring/evaluation directions.
4. Establish checkpoints for teacher - student interaction and mark these in the LAP.
5. Develop a checklist that teacher and student can use to keep track of student progress. Be sure all objectives and checkpoints are included.
6. Develop forms for the student to evaluate the LAP and his own performance. Include:
   a. analysis of his own performance.

b. He should consider how well he has met each objective.

c. He should evaluate his own product individually and in reference to other products.

7. Develop a teacher evaluation form, including:

a. Analysis of student performance (grade, if necessary);

b. Analysis and comment on LAP structure and effectiveness, taking student feedback into account.

VI. The Final Product!

Now you are ready to prepare the finished LAP. Find an attractive way to present the LAP, using space and artistic drawing to vary the typed layout.

Be sure to include your name and content area on the LAP.

FILL OUT THE EVALUATION FORMS FOR THIS LAP!!!!

CHECKPOINT!

Take your activities, resources, flowchart, narrative and evaluation procedure to the instructor for a check.

CHECKLIST

	Date of Completion	1st trial	2nd trial	Comments
1. Write 3 or more objectives				
2. Sequence of activities 3. Collection and reading level of material 4. Flowchart				
5. Level and adequacy of directions and narrative 6. Evaluation procedures Culminating Activity: Final Product LAP completed and approved				

STUDENT EVALUATION FORM

Check the appropriate response for each section of this LAP and make comments in the space provided, where necessary. Your comments will lead to improvements in this LAP.

	OK, as is	Needs improvement, as noted	Comments
1. Stating instructional objectives.			
2. Identifying concepts and designing activities.			
3. Selecting/writing materials and determining reading level.			
4. Developing a flowchart.			
5. Developing evaluation procedures.			
6. General evaluation of the LAP:			

a. structural/procedural strengths:

weaknesses:

b. suggestions for change

STUDENT EVALUATION

What is your evaluation of your own performance on this LAP and in your own finished LAP?

How could it be improved?

Grade you think you deserve _____. Why?

TEACHER EVALUATION FORM

Student performance level:

Objective 1. _____

Objective 2. _____

Objective 3. _____

Objective 4. _____

Objective 5. _____

Culminating activity - final LAP _____

Grade _____

Comments:

GUIDELINES FOR CONSTRUCTING A LEARNING CENTER

A brief statement should be included to indicate the following:

Long-range outcome.
Performance objectives.
Prerequisite skills (what the students should have already mastered before using the learning center).
Procedures.
Evaluation of mastery of the performance objectives (how the students will be evaluated on the learning at the center).

Teacher evaluation of the center after it has been used in the classroom.

Turn in also the complete center and at least one (1) copy of each item students will use (worksheets, etc.).

GUIDELINES FOR A LEARNING ACTIVITY PACKAGE (LAP)

Follow the directions for completing your LAP as you go through the LAP on LAP's. You should:

1. Complete the five (5) objectives given for you.
2. Check in with the project staff member(s) in your school at least twice, and a third time if you are asked to do so.
3. Check your LAP against the checkpoints given in the LAP on LAP's.
4. Save enough time to try out your LAP, if possible, on two or three students.
5. Plan ahead to create A-V materials and/or collect reading materials.

That's NEWS to Me

This center is designed to give you experience with

1. different kinds of newspapers
2. major sections in a newspaper
3. reading activities using the newspaper

How to work through this center...

1. Listen to the tape on different kinds of newspapers. It will give you some directions also
2. You will notice that the center is divided into sections which are color-coded. The sections are some of the different kinds of articles you can find in the paper. Here is the color-coding system:

NEWS -	red	choose 1 red activity
EDITORIALS -	green	choose 1 green activity
FEATURES -	Yellow	choose 1 Yellow activity
SPORTS ENTERTAINMENT	blue light blue	choose 1 blue or light blue activity
CLASSIFIED PICTURES ADS	purple brown orange	choose 1 purple, brown or orange activity

Altogether you will do 5 activities - one News, one Editorial, one Feature, one from Sports or Entertainment, and one from Classified, Ads or Pictures.

TURN THE PAGE...

③ when the tape tells you, take a ticket from the Pocket marked TICKETS - Your ticket will tell you what color activity to do first, second, etc. This is so no section of the center will get too crowded.

④ choose your activities from the box marked "Reading the Paper." You will notice that each article has a color, a number and a letter.

- The color tells you what kind of article it is.
- The number will help you locate the activity or task card and the key.
- The letter (A or B) tells you the difficulty level.
  A = easier; can be accomplished quickly
  B = harder; will take a longer time.

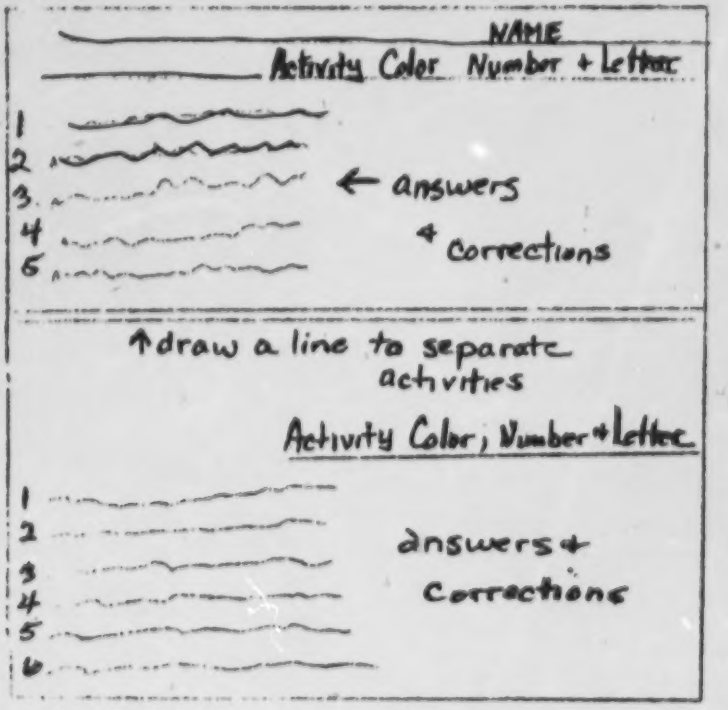
So - Yellow 4 A - would tell you it is a FEATURE article; that you can find the activity card under Yellow-4 in the activity box, or the key under Yellow-4 in the key-cards; and that it is an easy activity which you can finish in a fairly short time.

To meet the objectives of this center, you must
① listen and follow instructions on the tape
② read and follow instructions on the center display
③ complete 5 activities (according to color-coding system on first Page of this booklet);

EVALUATION - take the key and score your own - where answers are given; your teacher will score the rest. Correct your own mistakes.

TO BE ELIGIBLE FOR ↓			
O	OUTSTANDING	=	at least 3 B level activities chosen/completed
S	SATISFACTORY	=	at least 2 B level activities chosen/completed
A	Acceptable	=	all 'A' level activities chosen/completed
R	Recycle	=	activities not finished; incorrect format; mistakes

Every activity which you choose must be completed on your own paper. You may write one word answers except where the directions tell you to do something else. Your Paper should look like this



① Use your own Paper unless you need Paper without lines

② Do NOT write on Activity Cards

③ Put your finished Paper in the correct Place

④ Extra Activities = EXTRA CREDIT

Please Put all the materials back in the correct Places....

When you are finished everything (At least 5 Activities), list five ways you can use the newspaper which did not occur to you before. If you can think of ways not shown in this center, better Yet!

_____ _____

_____ _____

_____

Finally, describe in a few sentences where you can see reading skills on the LITERAL, INFERENTIAL, EVALUATIVE and APPRECIATIVE levels being developed here. (Refer to Barrett's taxonomy if necessary). How could you APPLY this in your classroom.

(USE the back of this sheet)

A Learning Activity Package for Teachers

Teaching Reference Skills

This LAP will provide you with step-by-step directions on the use of the reference skills learning center.

Begin by taking the pre-test on the next page!

All the questions on this test are designed to check your knowledge of skills needed to use reference materials. Do not put your answers in this booklet. Answer sheets are available at the learning center.

1. Upon asking his teacher how to spell a word, a student is told to look it up in the dictionary. The student responds, "How can I look up a word in the dictionary if I can't spell it?" What should the teacher tell him?
2. What source would you suggest that a student consult for information on the major industry of Saudi Arabia?
3. How would you direct a student to find a list of books written by Lewis Carroll that are available in the school library?
4. If a student wants to know the population of a certain city, what is the best source for that information?
5. Name 3 uses of a dictionary other than to find the meanings of words.

When you have finished answering the questions, check your answers with those on the "Answer Key" cards at the learning center.

Now read the introduction and objectives on the next two pages.

INTRODUCTION

Reference materials include everything from a telephone book to whole libraries full of reference sources. Anything referred to for a piece of information requires some knowledge of the skills needed to locate that information efficiently. These skills include:

1. Knowing which materials are likely to contain needed information.
2. Knowing which source best suits your needs.
3. Knowing the location of the reference source as well as the specific location of desired information within that source.
4. Knowing that differences exist within a category of reference. (e.g., not all dictionaries provide the same information)

In guiding students to reference sources, teachers must be aware of the skills needed to locate and make the best use of the sources. If teachers are going to require their students to use reference materials for assignments, they should be prepared to provide students with the skills necessary for their use.

This LAP is part of a learning center designed to provide teachers with techniques and sample materials useful in teaching reference skills. It includes information the teacher needs for instruction as well as sample materials for student use. Although there are many sources for finding information, this center concentrates on dictionaries, encyclopedias and library card catalogues.

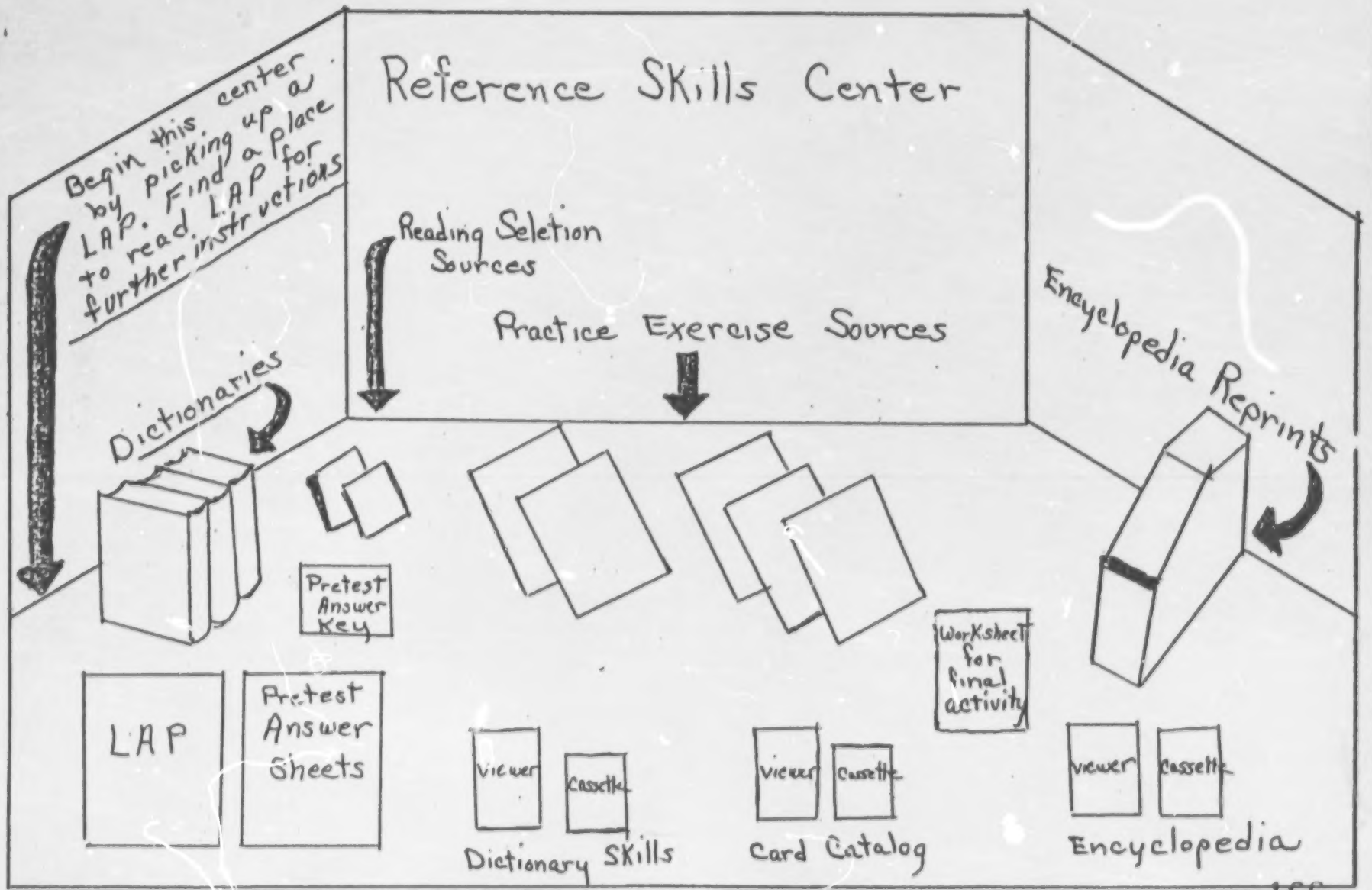
Objectives

1. Discuss with other teachers the sample materials provided for teaching reference skills.

2. Put together a lesson in using reference skills with the materials provided in the center.

Go to the next page for instructions on using the learning center.

Guide to Learning Center



At the learning center you will find 3 sets of filmstrip viewers and cassette recorders. These are set up for viewing and listening and are labeled: DICTIONARY

ENCYCLOPEDIA

CARD CATALOGUE

When 3 teachers are ready to view a filmstrip, select one of the skill areas and take the viewer and cassette to a table where you can easily hear the tape. Turn on the viewer first. The filmstrip will tell you when to begin the accompanying take. The beeps on the tape indicate when to turn to the next frame on the filmstrip.

These materials are intended for use in the classroom. While viewing, consider their value for your students and discuss your opinions with others in your group.

When you have finished, exchange your set of materials with a group using one of the remaining two sets. Repeat the procedure using that set of materials.

After viewing two of the filmstrips, proceed to the next page.

This is the final activity for this learning center. It is intended to help you prepare a lesson for instructing students in the use of reference skills.

(If you wish, you may work in a group to complete this exercise)

Follow these steps!

1. Pick up a worksheet at the center. Use this for writing the information asked for in the next steps.
2. Choose a reading selection that could be used in your subject area.
3. Make a list of 5 questions (based on the chosen reading selection) for your students that would require the use of reference materials for answering.
   a. After each question, place in parenthesis a suggested reference material.
   b. You may want to glance through the dictionaries and encyclopedia reprints to get some idea of the information they provide.
4. Using the materials on the table, choose 3 exercises that could give your students practice in the reference skills you asked them to use in Step 3.

List the source of your exercises with page numbers on the worksheet.

This learning center should have provided you with some ideas for directing your students in the use of reference materials. Several dictionaries are available at the center for you to compare their contents.

Encyclopedias and school libraries are different too, of course, and hopefully you will use this introduction as an inspiration to investigate further what your school library offers your students.

Please return LAP to learning center

MAPerrific...

How to map your way through this center...

there are two parts to this center... first, everyone will work together with the tape and overhead projector on the MAPerific packet. then you may work individually OR in pairs on the choice activities...

materials you'll need

① this packet
② pencil
③ box of crayons

when you work in this packet, make sure you

① listen carefully to the tape.
② write your answers to the 'map' questions either on the map itself or on the back of the page just before it (for example, write answers for page 5 on back of page 4)
③ Put your finished booklet in the correct box on the table...

one person should work as the media technician. The tape will tell you exactly what to do and when to put the transparencies on the overhead... The transparencies are numbered. Put them on the machine so you can look at the screen and read the transparency at the same time.

when the tape tells you to put one transparency on top of another, make sure they are exactly one on top of the other.

READY?
turn to the next page -
put the tape on and
GO →

WORLD MAP

OUTLINE

Pg. 4.150

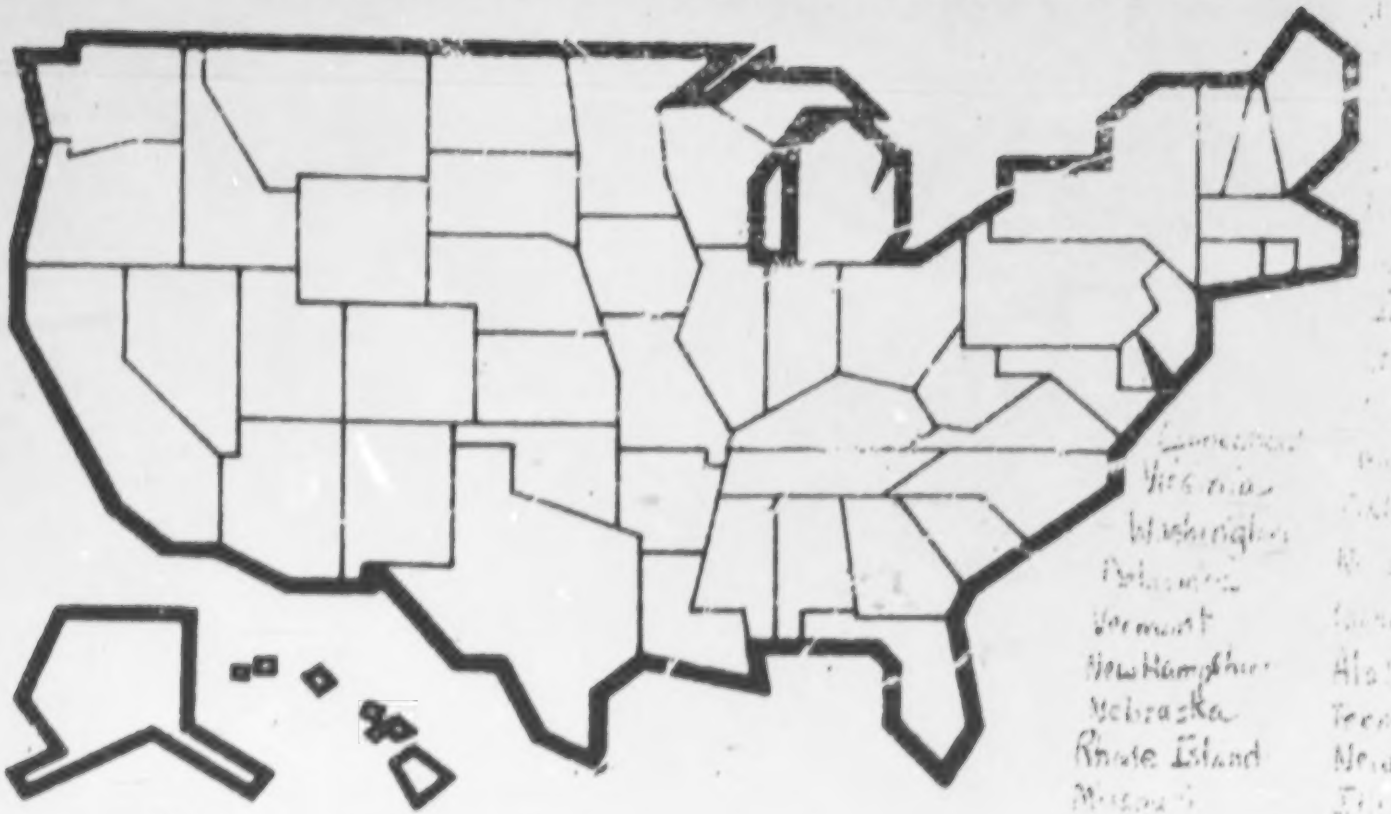
North America

3. READING A TIME ZONE MAP

This map shows the four time zones of the U.S. except for Alaska and Hawaii. As you move from East to West, each time zone is one hour earlier.

1. *Your* state is in the _____ Time Zone.
2. A total of _____ states have parts in two different time zones.
3. The difference between the Mountain Zone and the Eastern Zone is _____ hours.
4. When it is 6 p.m. in California, it is _____ in Alabama.
5. You are going to fly from Pennsylvania to Colorado. The plane trip takes four hours. You leave Pennsylvania at 1 p.m. You arrive in Colorado at _____ .

4. READING ABBREVIATIONS

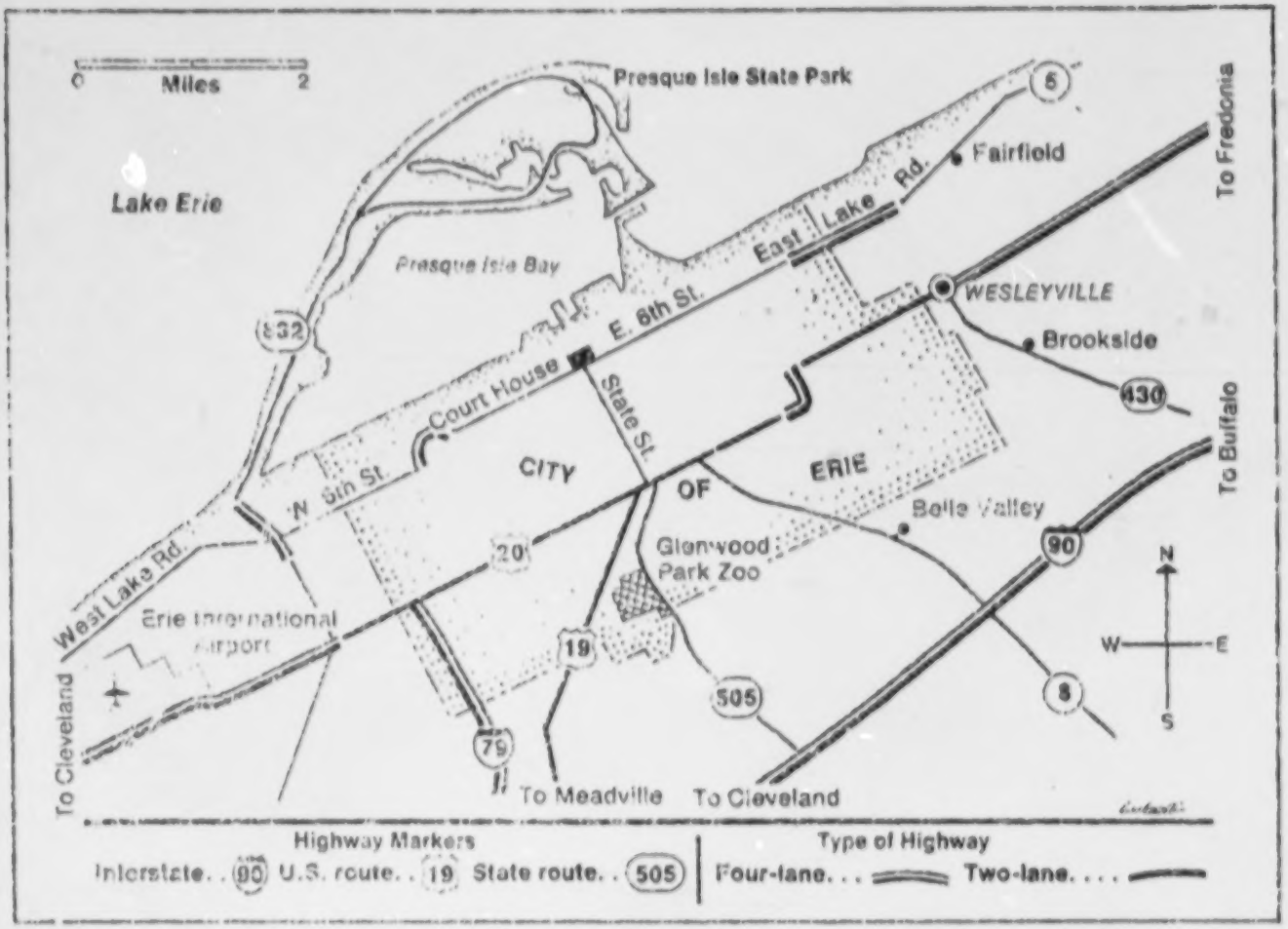


Put the abbreviation for each state where it belongs on the map.

MA	ME	SC	LA	AR	UT	DE	NV	
MI	OH	SD	NE	CA	VT	FL	NH	
MN	OK	IN	MD	CO	VA	GA	NJ	
MS	OR	IA	AL	CT	WA	HI	NM	ND
MO	PA	KS	AK	TN	WV	ID	NY	WI
MT	RI	KY	AZ	TX	DE	IL	NC	WY

Pg. 4.153

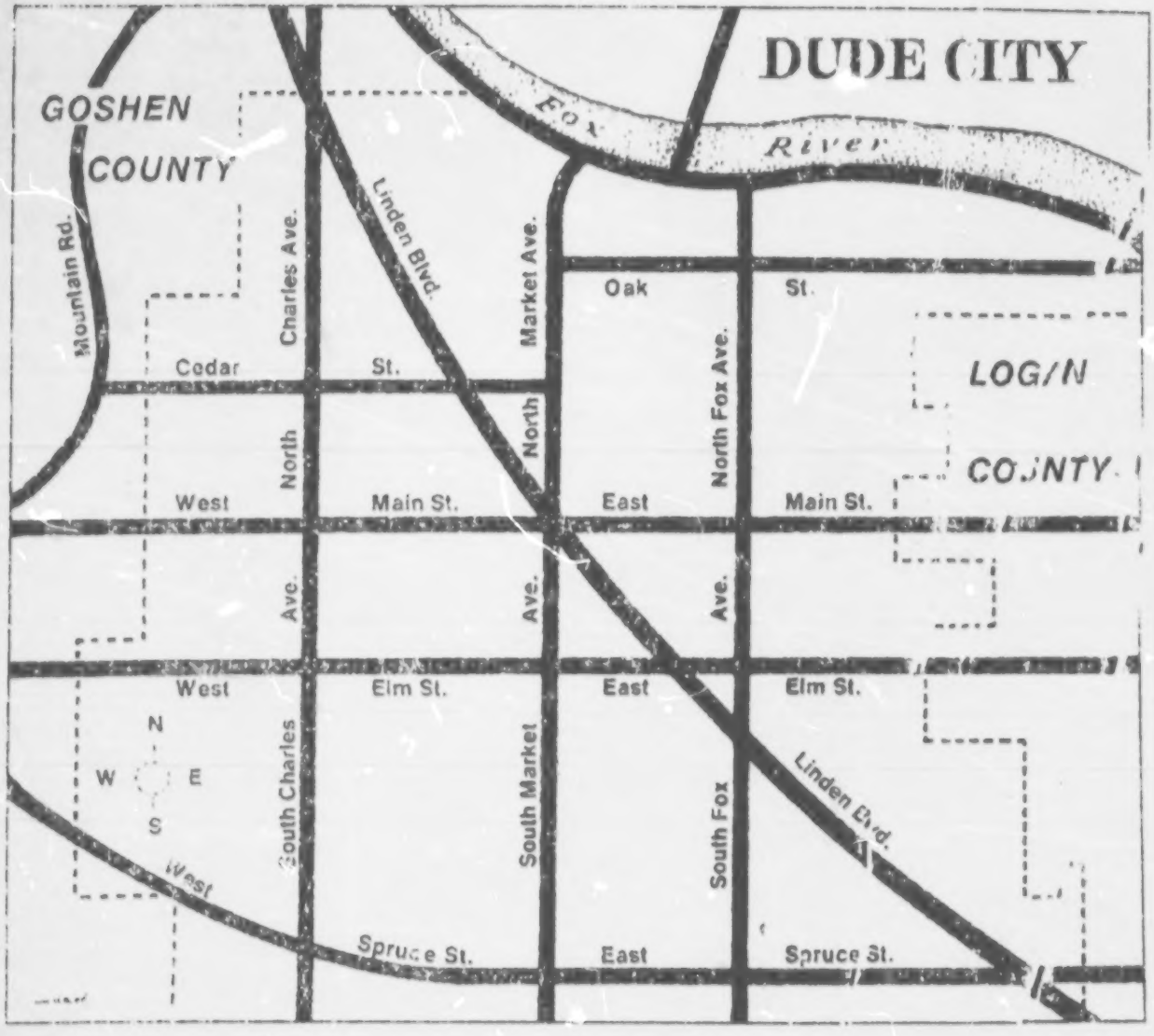
8. READING A ROAD MAP



This map shows Erie, Pennsylvania, and some of the towns around Erie. Look at it carefully. Then try to answer the questions.

1. The interstate highways shown on the map are ____ and ____. The U.S. highway that cuts through Erie from left to right is Route ____.
2. To drive south from the Erie courthouse, you would take ____ Street.
3. To get to the Glenwood Park Zoo from Route 20, you would have to drive ____ on State Route ____.
4. To get from Wesleyville to the airport, you would have to drive ____ on Route ____.
5. The distance from the eastern border of Erie to the western border is about ____ miles.

8. READING A STREET MAP



1. The avenues in Dude City run _____ and _____ (*What directions?*).
2. The street that divides the north section of town from the south section is _____ Street.
3. There are _____ avenues east of Mountain Road.
4. Linden Boulevard crosses all streets except _____ Street.
5. To get from South Charles Avenue and Spruce Street to South Fox Avenue and Linden Boulevard, you would first go _____ and then go _____.

PRACTICE PACKET FOR SKILLS HIERARCHY

Activities included are:

1. Judging Relevance
2. Scanning to Locate Information
3. Locating the Main Idea in Paragraphs (Stated)
4. Locating the Main Idea in Paragraphs (Implied)
5. Locating Supporting Ideas
6. Organization of Ideas
7. Summarizing (Close)
8. Summarizing (Stating in own words)
9. Synthesizing Organization
10. Notetaking Method
11. DIP - Reading/Notetaking

* The Structure Sheet which you completed during the audio is also suggested and would be used between Nos. 5 and 7.

Considerations:

a. These activities should be understood and practiced in sequence.

b. The skills within the hierarchy can be integrated with content material.

c. The suggested activities can be adapted to your particular content area.

1. JUDGING RELEVANCY

1. Given Task:

   You are working on a science unit on the planet Mars. You have decided to find out what terrain the first Earthmen are likely to find if they land near the Martian equator.

2. What specifically will you be looking for?

3. Look at the following list of topics, which can be found in a science text in a chapter on Mars. Keep your precise question in mind; avoid being tempted by information that is "interesting" but has no real connection to the problem. Circle those topics which could give you relevant information, and mark out those which are unrelated.

   - the cratered surface
   - the origin of the craters
   - the intense wildness and loneliness
   - a desperate shortage of water
   - a hushed, deathly silence
   - the expanses of dusty "desert"
   - the color and type of soil
   - the curving surface and nearness of horizon
   - bright white polar caps
   - "blue-green" areas
   - components of the atmosphere
   - severity of the conditions for living things

2. SCANNING TO LOCATE INFORMATION

The following sequence is suggested.

For discussion with students:

You will often need to use a text or reference book to search out a single fact, the answer to a single question, or one aspect of your topic. High speed scanning can save you time. First, you must fix in mind exactly what you're looking for -- hold this specifically in mind. Flash your eyes down the page for this information only. (For more explanation on procedure see discussion notes from audio.)

1. Scanning for relevant information:

   Assign your students a general topic - a broad concept which is repeated in various parts of the textbook. (Ex. - characteristics of various forms of life on earth; survival of the fittest.) Have them scan to find areas of the text where this concept appears, and then record appropriate page numbers. Table of Contents could be used as a guide. Give them a time pressure to work under to force them to move quickly with a specific purpose in mind.

2. Scanning for a specific bit of information:

   Assign the class a question which asks for a specific name, number or word - that stands out easily. (Ex. - On what date did Mariner IV flash the first photograph of Mars back to earth?) Have them identify words from the question

that can quickly direct them to the specific answer. (Ex. - Mariner IV, photographs) Tell them to sweep down the page quickly looking for target words - rejecting everything else. Give them a signal to begin and have them look up when they have located the information. Self-timing could be helpful.

3. Scanning for an answer worded like the question:

Give a question which is worded as the answer is in the text. (Ex. - What is the temperature range in summer at the Martian equator?) Ask the students in what form the answer may appear - what will alert them? (Ex. - temperature, summer, equator.) Remind students to concentrate on target words and expect to find what they want to stand out from the rest. Give them a signal to start and have them look up when finished.

4. Scanning for an answer worded differently than the question:

This level is considerably more difficult. Since the desired answer is worded differently the student may have to scan for related ideas instead of exact one stated in question. (Ex. - What climate are the first Earthmen likely to find near the Martian equator?) Climate may not appear on the page, so the student must think in terms of subtopics - temperature, rainfall, seasons, etc. To scan for the answer in the level, the reader must have a mind set for ideas rather than target words. Inform your class that they should expect their rate on this level to be considerably slow.

3. LOCATING THE MAIN IDEA IN PARAGRAPHS (Stated)

Directions:

In nearly every paragraph there is one idea that is more important than the others. Practice in finding the main idea will be helpful with many study skills, especially notetaking. Read each of the paragraphs below. Find the most important idea in each one. Below each paragraph you will find three ideas that are expressed in the paragraph. Underline the idea that you decide is the main one in the paragraph.

1. Spiders travel in many different ways. Jumping spiders can jump more than 40 times the length of their bodies. Water spiders live under water, and are expert swimmers and divers. Fisher spiders can walk on the water because they are so light. All spiders spin a drag-line behind them. It attaches them to the web. The line allows them to leave their web when necessary.

   a. Water spiders live under water.
   b. Spiders travel in many different ways.
   c. All spiders spin a drag-line behind them.

2. The yak is an animal about the size of a small ox. It lives in Tibet, a province on a high plateau in China. The inhabitants use the yak for transportation. They also drink the yak's milk, eat its meat for food, and weave its fur into cloth. The yak is the most useful animal in Tibet.

   a. The yak is an animal the size of a small ox.
   b. The inhabitants use the yak for transportation.
   c. The yak is the most useful animal in Tibet.

3. Lightning can be dangerous. It involves big electrical discharges. When lightning storms come, here are five safety rules to follow. Stay indoors. Keep away from open doors and windows, stoves, TV sets, and plumbing fixtures. Do not bathe. Do not use or plug in electrical appliances. Do not use the telephone.

   a. Lightning can be dangerous.
   b. When lightning storms come, here are five safety rules to follow.
   c. Do not bathe.

4. LOCATING THE MAIN IDEA IN PARAGRAPHS (Implied)

Directions:

Some main ideas are implied and not directly stated. Implied main ideas are suggested by the sentences in the paragraph taken together. Look at each of the following paragraphs, and find the idea that all the sentences refer to in common. Write a statement of main idea. Be concise and state in your own words.

1. Wind is simply moving air. Of course, at some times the air moves much faster than at other times. The wind may be only a gentle breeze; it may be a very strong breeze; it may be a gale.

   Main Idea: _____

   _____

2. Memory is a fundamental factor in intelligence. Without it there could hardly be any intelligence. If we did not remember any of the words we heard, the faces we saw, the general information we acquired, the places we have been, etc., we should be hopeless idiots; We should not remember what food to eat or what clothes to wear. We could learn no lessons, and consequently we should be constantly in a chaotic state.

   Main Idea: _____

   _____

3. The starting of a revolution shows that old ways of doing things no longer are right for the conditions, needs, and demands of a group of society; and that this group is large enough or strong enough to change things by force if the present leaders of society do not meet its demands. These things make revolutions happen. The purpose of the group who revolts is to change old ways of doing things in order to make the answer to present conditions, needs and demands.

   Main Idea: _____

   _____

5. LOCATING SUPPORTING IDEAS

Directions:

In each set, pick out the supporting ideas for each main idea. Write their code numbers in the space given.

Set 1 - Surfing and Skiing

Main Idea: Surfing and skiing have come closer together with the short surfboard; now, we can compare the two sports.

Supporting Ideas: _____

1. In both sports, you must center your body-weight over your feet.

2. The new bellyboards are less tricky than the stand-up surfboards.

3. In skiing you keep your stance fixed. You put more weight on the downhill skill and keep it slightly behind the uphill ski. In surfing, you keep your weight on both feet until you make forward turns and cutbacks; then, you shift more weight to the back foot.

4. Running dune buggies, snowmobiles, and minicycles are other activities which are getting to be more popular.

Set 2 - Two Kinds of Speaking

Main Idea: There are two basic kinds of speaking: original and interpretive.

Supporting Ideas: _____

1. In original speaking, the speaker uses his own words to present his own ideas to an audience.

2. In opera, the talented and highly trained have a showplace for their great voices.

3. In interpretive speaking (reading aloud), the speaker presents the author's words; in addition, he goes further to show their meaning.

4. In both original and interpretive speaking, the speaker must use skills to get the people's attention, to hold their interest throughout the presentation, and to make certain thoughts and feelings clear and understandable.

5. The recitative is a link between the literary and musical arts.

Set 3 - The Commutative Property

Main Idea: Addition and multiplication are commutative operations; it does not matter what order is used with the numbers. On the other hand, subtraction and division are non-commutative operations.

Supporting Ideas: _____

1. These statements always are so: $7 + 9 = 9 + 7$; $3 \times 7 = 7 \times 3$.

2. Most people use the base-ten number system more often than they use the base-seven system.

3. These statements are <u>not true</u>: $20 - 8 = 8 - 20$; $8 \div 2 = 2 \div 8$.

4. Numerals are symbols which stand for numbers.

5. [(2 + 5) + 6 = 2 + (5 + 6)] is an example of the associative property of addition.

6. ORGANIZATION OF IDEAS

Directions:

As a reader and notetaker you must be selective and distinguish among main ideas, supporting ideas and irrelevant statements. Classify the following sets of sentences according to this system:

MI - Main Idea
SI - Supporting Idea
IR - Irrelevant Statement

Set 1

_____ 1. Tick bites in a person's head or spine may lead to paralysis.

_____ 2. Local infections can be caused by leaving the head when the tick is removed.

_____ 3. Tick bites can cause people many problems.

_____ 4. Ticks are usually found in wooded areas or fields.

_____ 5. Ticks can be carriers of two bad illnesses, Rocky Mountain spotted fever and tularemia.

Set 2

_____ 1. The Roman roads connected all parts of the Empire with Rome.

_____ 2. The Roman roads were so well built that some of them remain today.

_____ 3. Wealthy travelers in Rome used horsedrawn coaches.

_____ 4. One of the greatest achievements of the Romans was their durable and extensive system of roads.

_____ 5. Along Roman roads caravans would bring the Rome luxuries from Alexandria and the East.

7. SUMMARIZING (Cloze)

A. Directions: It is very helpful to be able to express an idea concisely - to make a summary. Read the following paragraphs. After each paragraph is the framework of a summary sentence in which words important to the meaning have been omitted. Fill in the blanks using one word in each. Whenever possible, use words directly from the paragraph.

PENGUINS AT HOME

1. Although the penguin spends more than half of each year on the islands, his natural element is the sea. He cannot walk with any elegancy or convenience, nor can he fly; but he can swim almost as swiftly as a shark. When he is not visiting an island he lives far out at sea, somewhere in the Southern Ocean. There he seeks the fish which is his only diet - a variety of small sardine, peculiarly rich in oil, which he catches under water. The penguin has a special swimming costume of his own: his eyes are protected by a transparent film that comes over them the moment he goes under water; his ears are protected by an oil which comes from them and turns the adjacent feathers into a water-proof covering. He is provided with a little bag in the side of his throat; when he wants to submerge, he fills the bag with water and down he goes.

The _____, which is well equipped for _____, lives entirely upon a _____ of small _____ which he catches _____ water.

CHARLEMAGNE'S LOVE FOR LEARNING

2. Besides being a great warrior and a great ruler, Charlemagne was also a friend of education. This was fortunate, because there was much need of all that he could do in this matter. During the centuries of disorder and confusion that followed the Teutonic invasion, books and learning had almost disappeared from the West. Charlemagne himself learned to read only after he was a grown man, and in spite of all his efforts he never succeeded in learning to write. This made him all the more anxious that the bright lads of his kingdom should have the advantages which he lacked. He founded schools in the monasteries and in the bishops' houses in order that he might have learned men for offices in the church and state. But the rude fighting men of that day often looked upon learning with contempt, and many noble youths neglected their books for hunting and warlike exercises.

After the Teutonic _____, during which _____ and _____ practically disappeared from the West, _____, who was a friend of _____, founded _____ and encouraged study, setting an example himself by learning to _____.

B. Now, use your own words. Write a brief summary sentence of your own for each paragraph.

8. SUMMARIZING (Stating In Own Words)

Directions:

Read the following passage on Socrates. Look selectively for the main ideas and that information which lends support.

In Athens in the late fifth century, B.C., there was a man named Socrates who attracted admiring crowds wherever he went. He was homely and shabbily dressed, but he had a noble heart and brilliant mind. He devoted his life to seeking truth and to teaching men to distinguish between right and wrong. For money and superstition, he had only one contempt. Socrates believed that if any idea could not stand up under thorough examination, it should be thought of as untrue. He kept questioning his own thinking as well as others'. He was constantly asking people questions on their ideas of love, duty, justice, and reason. Socrates believed that clear thinking by all would strengthen the government. The great philosopher felt that false knowledge would prevent people from living the happiest and most honest lives that were possible. "Know thyself", he urged.

Directions: You will make a brief summary about what you have read. Look at the following questions: 1) What was Socrates main purpose? 2) Why did he seek that purpose? Go back to the passage and mark the answers to these questions. Use this as a guide in making your summary. Be concise and state in your own words.

Summary: _____

_____

_____

_____

9. SYNTHESIZING ORGANIZATION

Synthesizing is putting together separate bits of information (from more than one source) about a main idea and showing the relations among them. It helps to "pull together" the material quickly and clearly. To synthesize you make an array and group different sources of information around certain categories.

Following are two examples of arrays using the contents of science (1) and English (2). Arrays can be designed for any topic, and give much organization in answering a question about a specific problem.

1. Problem: To write a paper on reflexes.

   Question: What is the nature of reflexes?

   Array:

	SOURCES	
Categories	Gramet - Mandel	Eisman - Tanzer
Definition		
Characteristics		
Examples		
Values		

Summary Statements: _____

_____

2. **Problem:** To understand two kinds of themes: character analysis and comparison and contrast.

   Question: Do you do the two themes the same way or do you do them differently? That is, how much are the themes alike and how much are they different?

   Array:

	TYPE OF THEME	
Category	Character Analysis	Comparison and Contrast
Purpose of the Theme		
Problems of Writing the Theme		
ORGANIZATION: Introduction		
Body		
Conclusion		

Summary Statements: _____

_____

_____

MODEL - NOTETAKING METHOD

Note: Notetaking is a highly individual activity and methods, will vary; the important common component, regardless of method, is organization — order. The following procedure could be introduced as a model to teach organization; the DIP for Reading/Notetaking (which is # 11 in packet), could be used in combination with this procedure to emphasize those elements which should be selected and understood. The DIP would be used as a reinforcer after the actual notetaking. After the student learns to be selective and organize material, he will adapt and develop method most suitable for him.

Suggested Method for Notetaking While Reading:

Two columns are helpful for clear and organized notes. (See next page for sample.)

COLUMN A:

Could Include —

1. Date
2. Page numbers
3. Labels — definition example
4. Another source with extra information
5. New vocabulary
6. Summaries of ideas

This column is useful for locating something quickly in the notes and for "pulling material together" Helpful for study

COLUMN B:

Would Include —

1. Main Ideas
2. Supporting Ideas
3. Examples + Illustrations

Form — Indented to distinguish among main ideas, support, and examples.

Material should be concise and stated in own words.

SAMPLE — Notetaking Method

March 30
Chap. 2, pgs. 30-32

Symptoms of Inferiority Attitudes

def →

Voc - derogate

See Sociology - chap. 7

Differences between normal and markedly anxious behavior

Topic: Inferiority Attitudes

People show inferiority attitudes about themselves.

1 — sensitive to criticism
2 - poor reaction to competition
3 - seclusiveness (think they aren't wanted)
4 - over-response to flattery (can be led easily)
5 - tendency to derogate others

Anxious - not normal - states are recognized by intensity.

1 - Human nature to show some degree of anxiety
2 - Kind of anxiety not as critical as intensity

11. DIP - READING/NOTETAKING

General Topic:

Specific Task:

Possible Sources:

Sources Used:

Important Ideas (literal, inference, evaluation):

Supporting Ideas (literal, inference, evaluation):

Summary of Information: (If more than one source, use back and summarize each source separately)

ANSWER KEYS TO ACTIVITIES

1. Judging Relevancy - Answers may vary slightly

   Precise topic - terrain of Mars at equator

   — cratered surface
   — expanses of dusty desert
   — color and type of soil
   — curving surface and nearness of horizon
   — shortage of water
   — blue-green areas

2. No Key

3. Locating Main Idea (stated)

   1. b - Spiders travel in many different ways.

   2. c - The yak is the most useful animal in Tibet.

   3. b - When lightning storms come, here are five safety rules to follow.

4. Locating Main Idea (implied) Answers will vary

   1. Wind is air moving at various speeds.

   2. A necessary condition of intelligence is memory.

   3. Revolution shows that people's needs are not being met by the old ways of doing things.

5. Locating Supporting Ideas

   Set 1 - ideas 1, 3; Set 2 - ideas 1, 3, 4; Set 3 - ideas 1,3.

6. Organization of Ideas

   Set 1 - 1 - SI; 2 - SI; 3 - MI; 4 - IR; 5 - SI.

   Set 2 - 1 - SI; 2 - SI; 3 - IR; 4 - MI; 5 - SI.

7. Summarizing (Cloze)

   Penguins: penguin, water, variety, sardine, under.

   Charlemagne: invasion, books, learning, Charlemagne, education, schools, read.

8. Summarizing (Stating in own words)

   Socrates believed strongly in searching for truth. He thought that clear thinking and true knowledge would make the government stronger and help people personally to lead more honest and happy lives.

9. - 11. No Keys

Follow-Up Activities to

"Making the Impossible Possible Through Creating the Atmosphere"

Betty Lee Holmboe
Montgomery Co. (Md.) Public Schools

A. Contracts

B. Directed Reading/Listening Activity (Lesson Plan)

C. Diagnostic-Instructional Patterns (DIPS)

D. Self-Directing Reading Activities

E. Follow-Up Activities with Self-Evaluation

A — CONTRACTS

CONTRACT FOR EUROPE

Each student will study a country from each of the four sections of Europe. Each country will be done in a different manner. The possibilities are listed below. The only stipulations are that one of the countries must be done in booklet form and one must be done in an oral manner.

1. Read a fiction book set in a particular country. Complete a report form on your book. Pay particular attention to the setting of the book and the lifestyle of the people.

2. Make a poster or collage about a particular country. For example, you could use pictures of mountains, cities and beaches to show life in a particular country. Give a short (3-7 min.) talk explaining your poster or collage to the class.

3. View a filmstrip about a country of your choice. (I have a list of those available in our library) Prepare your own sheet of questions about a country. Include a key.

4. Prepare a travel folder on a country of your choice. It should advertise attractions in your country. A travel magazine or "Better Homes and Gardens" are good places to get an idea of things to see in other countries. Then, use pictures from old magazines or get some travel folders. Give a short (3-7 min.) talk advertising your country.

5. Use the Guide to Periodical Literature and read articles concerning current problems in your country. Write these problems up in a short (1-2 page) paper. Give a short (3-7 min.) talk about the problems of your country.

6. Read about a country of your choice. Teach the class a lesson about this country. This need not be longer than 30 min. I will help you to prepare a reading activity for the class to do in connection with your talk.

7. Prepare a booklet about a country you choose. The booklet must include:

*A climate map.
A crop map.
A mineral map.
A location map showing major cities, physical features, water bodies and surrounding countries.
A DIP prepared from reading about your country.
A list of interesting places to visit in your country.

*I will provide maps of the individual countries.

Date _____

I _____ agree to complete my contract by studying the following countries: in these manners:

1. _____ _____
2. _____ _____
3. _____ _____
4. _____ _____

I agree to complete all of these assignments with _____superior, _____above average, _____satisfactory, _____good, _____fair.

Each assignment must be completed on or before the due date for that portion of the unit.

Western Europe _____

Southern Europ _____

Eastern Europe _____

Scandinavia _____

_____

Student

_____

Teacher

I _____ will be doing the following countries using these methods:

Western Europe _____ _____

Southern Europe _____ _____

Eastern Europe _____ _____

Scandinavia _____ _____

B — DIRECTED READING/LISTENING ACTIVITY

Teacher _____ Date _____

Lesson Plan for a Directed Reading Activity & Listening Skill

Introduction:

Questions relating indirectly to reading selection

a.

b.

c.

Questions concerning personal experiences related to selection

a.

b.

c.

Place words in context on board. Discuss meaning.

New vocabulary words or terms

a.

b.

c.

Purpose setting: (Place on board)

Read to find out. . . . .

Silent reading (Directed Reading)

Oral reading to class (Listening Skill)

Purpose check: Ask students for answer to purpose setting question

Oral Re-reading: Ask students a question in which the answer needs to be read aloud from story.

Question 1 -

Question 2 -

Comprehension Check: (Written and Oral) Develop different levels of questions to evaluate comprehension.

Examples

1. Why?
2. How?
3. Opinion question
4. Vocabulary or phrases
5. Completion
6. Essay
7. Inference - not directly stated, i.e. From the story you can tell . . . .

Follow-Up:

a. Writing assignment
b. Suggest titles of other books with same theme
c. Special research project
d. "Word hunt" in the story
   - prefixes
   - suffixes
   - action words
   - descriptive words

C — DIP's

Diagnostic-Instructional Pattern: Narrative (Story) Forms

Bruce W. Brigham

Name: _____ Date: _____

Selection: _____

1. Setting

   a. Where does the story take place? _____

   _____

   b. When? _____

2. Main Characters

   a. Who is the "Good Guy" (on the white horse)? _____

   _____

   b. Who is the "Bad Guy" (in the black hat)? _____

   _____

3. Plot

   a. What is the conflict or problem? _____

   _____

   _____

   b. How was it settled? _____

   _____

   _____

C — DIP's

Diagnostic-Instructional Pattern:
IMC

Queen Duhart

Readers Guide to Periodical Literature

1. What is it? Define it.

2. Purpose: what is it used for?

3. How to use it.

4. When and where to use it.

5. Implementation of using the guide.

C — DIP's

Diagnostic-Instructional Pattern
Science

Name _____ Date _____

I. PURPOSE: (Stated in terms of what I want to prove)

II. APPARATUS:

A) _____ F) _____

B) _____ G) _____

C) _____ H) _____

D) _____ I) _____

E) _____ J) _____

III. PROCEDURE: (Science apparatus as in diagram; steps may be diagrammed but directions should be specific.)

A.

B.

C.

D.

IV. RESULTS: (Table results; graph when possible; use an additional page, if necessary)

V. CONCLUSION: (Did it prove the purpose I stated?)

C — DIP's

Diagnostic-Instructional Pattern

Name _____ Date _____

Topic: POLLUTION

TYPE OF POLLUTION

1. Description of the situation (What, Where, Amount)

2. Cause(s)

3. Effect(s) (immediate and long-range)

4. Current efforts, restrictions, and progress in control

5. Possible solution(s)

C -- DIP's

Diagnostic-Instructional Pattern
Human Geography

Name _____ Date _____

Topic _____

Location:

Where?

When?

Groups involved:

a. Major characteristics:

b. Purpose: (Why?)

c. Important elements: (Who? What?)

d. Problems:

e. Environmental effects or changes: (How?)

D — SELF-DIRECTING READING ACTIVITIES

I. Readiness: Would you like to learn to ski or do you already know how? If so, you should enjoy reading about a form of skiing which takes much skill.

Source: READ Magazine, January 19. Look closely in table of contents for page number of "Hot-doggers."

Purpose: Read to find out what "hot-dogging" is.

Comprehension Check: In the back of this paper write a thorough answer to the following question:

What type of person would it take to be a hot-dogger? What would he be like?

*Is your name on your paper?

II. Readiness: Have you ever heard of acupuncture? It is a medical practice introduced by the Chinese.

Source: READ Magazine, January 19. Look in table of contents: "Getting Needles"

Purpose: Read to find out how acupuncture is done.

Comprehension Check: On the back of this paper write a thorough answer to the following question:

How would the widespread use of acupuncture change the medical world as you know it?

* Is your name on your paper?

III. Readiness: Are girls really the weaker sex? Can they defend themselves?

Source: READ Magazine, February 2. Look in table of contents for page number of "The Gentle Way of the Weaker Sex"

Purpose: Read to find out how and why Loren learned to defend herself.

Comprehension Check: On the back of this paper write a thorough answer to the following question:

Is it helpful and safe for a girl to take a 3-month course in Judo? Why or why not?

*Is your name on your paper?

IV. Readiness: Do you believe in girl power? Do you feel girls are not treated equally?

Source: READ Magazine, February 2. Look in table of contents for page number of "Diary of a Mad 12-year-old"

Purpose: Read to find out how her brother made her mad.

Comprehension Check: On the back of this paper write a thorough answer to the following question:

What conclusions can you make, after reading the diary, why Suzy is mad?

*Is your name on your paper?

D -- SELF-DIRECTING READING ACTIVITIES

Readiness: Now that the U.S. has withdrawn its troops from Vietnam - should we continue to give aid to rebuild North Vietnam? What about helping to rebuild South Vietnam?

Source: News For You, March 7, 1973, "Will the U.S. Pay to Rebuild North Vietnam?

Purpose: Read to find out how the president and various congressmen feel about the U.S. rebuilding Vietnam.

Comprehension Check: 1) Why do many senators and congressmen oppose foreign aid to Vietnam?

2) Who do you think should decide how the country should be rebuilt? Give reasons for your answer.

Follow-Up: 1) Write a letter to your congressman or senator stating your opinion regarding U.S. aid to Vietnam.

2) If you were to rebuild a country which facts would you consider most important? Rank them in order of importance.

Self-Evaluation:

Readiness: We have often read that man has evolved from the monkey over a period of many years. But have you ever thought of making monkeys out of men?

Source: READ magazine, September 22.
Title: "Making Monkeys Out of Men".

Purpose: Read the selection to find out why men were turned into monkeys.

Comprehension Check:

1. What problems did the ape make-up cause to the actors? (Cause-Effect)

2. If you were an actor, would you accept a star role in "Planet of the Apes" - knowing these problems? Why? (Application)

Follow-Up Activity:

A. Pretend you are a professional make-up artist. You have just been assigned to do make-up for a new movie "Earth, Year 2500".

What will your characters look like? What will you do to transform your 1973 man into an earthling of year 2500? (You may use illustrations.)

B. Actress Kim Hunter complained of being treated like a freak and poked at by visitors to the studio while she was in ape make-up. Do you think that animals in the zoo experience the same ffelings and problems as Kim Hunter? Explain your answer.

Self-Evaluation:

Readiness: You're at a party with the gang. Someone offers you a cigarette. What should you do? You don't really like to smoke but the social pressure is on to "go along with the rest".

Source: Seven is a Handy Figure
Title: "The Truth About Smoking"

Survey: Survey your selection to get mentally tuned-in to the main idea.

Purpose: Read to find out what reasons teenagers often give for smoking.

Comprehension Check:

1. How do you know from this selection that many teenagers do realize the dangers of smoking? (Inference)

2. Is "the smoking group" in the minority among teenagers? How do you know? (Vocabulary Inference)

Follow-Up Activity:

A. Write a letter to the author of this article disagreeing with him about his reasons why teenagers smoke.

B. Do some "digging" in the library. Find out what another health expert has to say about smoking. Compare the ideas of the two people. (Ask the librarian about periodicals.)

Self-Evaluation:

Readiness: You have been sentenced to Death Row by the judge. You will die in the gas chamber. Why are you there? What will you do?

Source: Spotlight, scope series
Title: "Caryl Chessman: 12 Years in Death Row"

Survey: Survey your selection to get mentally tuned-in to the main idea.

Purpose: Read the story to find out why Caryl Chessman was sentenced to Death Row.

Comprehension Check:

A. Why was Chessman's death postponed so many times? (Factual)

B. Do you think he should have been put to death? Why or why not? (Judgment)

Follow-Up Activity:

A. What has been happening to our country recently concerning capital punishment? Try to find some newspaper and magazine articles.

B. Make a list of vocabulary words from the selection which refer to law and order--the "breaking of" and the "enforcing of".

Self-Evaluation:

E --- Follow-Up Activities With Self-Evaluation

"The Big Man"

1. Did Lou and Tony like Jim? Why or why not?

2. What did the two boys buy? Why did they keep it a secret from Jim?

3. Were Lou and Tony afraid of Jim? Explain.

4. Who was the strongest?

   a. Tony
   b. Jim
   c. Lou

5. Find a word in the story that means to brag _____

6. Tony and Lou said they lifted barbells to

   a. keep their fun a secret
   b. build their arms and chest
   c. to try to make themselves as strong as Jim

How well do you think you did?

Bonus:

Which character did you like best?

E — Follow-Up Activities With Self-Evaluation

Name _____ Date _____

"Survival"

1. Approximately what year do you think this story takes place?

2. What product was the salesman selling? Why did his business recently increase?

3. Why do you think the business executives were purchasing a bomb shelter for themselves rather than their families?

4. Why did the door on the bomb shelter close?

5. Why did the men become so hostile with each other?

6. Explain how the executives were killed.

7. Explain the importance of the dreams which the salesman experienced.

8. Why did the salesman no longer feel angry with the men at the end of the story?

Bonus: Can you suggest any way that all of these people could have survived?

What did you learn from this lesson?

E — Follow-Up Activities With Self-Evaluation

"The Trouble with Parents"

Read to find out:

If the generation gap is known only to modern day society.

If these scenes sound familiar.

Thinking skill

Directions: Write each answer in a complete sentence.

1. People have always thought highly of good manners. Why do you think this is so?

2. Do you think there is any time when good manners do not matter? If so, when?

   Why?

   If you think good manners are always important, tell why.

3. Write several ways young people can make money.

4. Who would be the most likely person to stop you from looking your best? Explain your answer.

5. What could one do if they were not pleased with their appearance?

How well do you think you did on this assignment?

Good _____ Fair _____ Poor _____

Pg. 4.18 and Pg. 4.180 removed due to poor reproducibility.

VOCABULARY EXERCISE

Here is a list of advertising terms we learned earlier in the week. The following exercise will help you develop an understanding of the words. The words can be used more than once. When you fill in the blanks, the paragraphs will tell a story related to advertising concepts we've studied.

commercial	product
account executive	work order
traffic	layout
account	copy
persuasion	agency

Advertising uses all sources of media to sell a _product_. We are exposed to advertising everywhere we go. Advertisers are constantly using _persuasion_ tactics to sell us something. They do this in the form of a _commercial_. We hear them on TV and radio. We see ads in newspapers, magazines and even billboards. Often, a matchcover will carry the name of a product. Consequently, most of us don't know we're being influenced.

When someone wants to push up sales on a product, he will often go to an _agency_. Why? Because they are filled with qualified personnel who have the knowledge and experience needed to influence the public.

Advertising agencies get their profits from _accounts_. Many of these can run into millions of dollars. It is the _account executive_ who handles the business aspect and often lands the _accounts_. If he loses an important one, he might lose his job. His is a tough career for the pressure is constant.

Most of the information needed about a particular job is typed on a _work order_. The _work order_ is then processed and distributed by the _traffic_ department. It is their job to keep track of everything. The assistant usually delivers a copy of the _work order_ to the account executive and media departments. The copywriters and artists need a copy too. A copy of the _work order_ will describe the job to them so they'll have an idea of what to create. An artist plans a _layout_ and the copywriter writes _copy_. The _layout_ and _copy_ together form a concept. The concept is presented to the _account executive_ who in turn presents it to the client. If the idea is approved, the results are this--advertisements which influence, brainwash, inform, entertain and cause us to spend money.

CLOZE PROCEDURES FOR MATH

Kinds of Sets

In counting the number ____ eggs in the basket ____ Figure 1-2--one, ____, three, four--you really ____ each egg with a ____ as shown, and conclude ____ there are as many ____ as there are numbers ____ (1,2,3,____). This pairing of ____ with numbers is a ____ -to-one correspondence. Two ____ are in one-to- ____ correspondence when each member ____ one set has one ____ in the other set, ____ no element in either ____ is without a partner. ____ pairing of point and ____ on a number line ____ another example of one-____-one correspondence.

Can you ____ all the members of ____ set of whole numbers? ____ you start to write

____0,1,2,3,____5,6...)

____ will never come to ____end of the list. ____ three dots after the ____ are the mathematician's way ____ indicating that the roster ____ without end. A set ____ has so many elements ____ the process of counting ____ would never come to ____ end is called an ____ set. For example, you ____ list the members of

____ all the fractions between ____ and 1)

although ____ rule enables you to ____ them.

The Arithmetic of Sets: Intersection

The ____ of two sets consists of the elements they have in common. For example, if A = (1,2,3,4,5) and B = (3,4,5,6,7), the intersection of these sets would be (3,4,5), which could be designated set C. The symbol for intersection is ____ (read "cap").

In words: The ____ of set A and set B is set C.

In symbols: A ____ B = C.

or (1,2,3,4,5) (3,4,5,6,7) = (3,4,5)

It should be noted that the intersection of two sets is a ____ of each set.

Intersection may also be represented pictorially by closed figures called ____ ____. The region within a ____ ____ is assumed to represent the set being illustrated. Because each of the sets used in the problem is a subset of U, U is called the universe or ____ ____.

Cloze Test

This passage comes from The Outsiders, pp. 85-86. Fill in the blanks.

I was sitting in the waiting room, waiting to hear how Dally and Johnny were. I had been checked _____ and except for a _____ burns and a big _____ across my back, I _____ all right. I had _____ them bring Dally and _____ in on stretchers. Dally's _____ were closed, but when _____ spoke he had tried _____ grin and had told _____ that if I ever _____ a stupid thing like _____ again he'd beat the _____ out of me. He _____ still swearing at me _____ they took him on _____. Johnny was unconscious. I _____ been afraid to look _____ him, but I was _____ to see that his _____ wasn't burned. He just _____ very pale and still _____ sort of sick. I _____ have cried at the _____ of him so still _____ I couldn't in front _____ people.

Jerry Wood had _____ with me all the _____. He kept thanking me _____ getting the kids out. _____ didn't seem to mind _____ being hoods. I told _____ the whole story -- starting _____ Dallas and Johnny and _____ had met at the _____ of Picket and Sutton. _____ left out the part _____ the gun and our _____ a ride in the _____ car. He was real _____ about it and said _____ being heroes would help _____ us out of trouble, _____ since it was self-defense _____ all.

I was sitting _____, smoking a cigarette, when _____ came back in from _____ a phone call.

Self-correcting Sheet for the Cloze Test from The Outsiders

I was sitting in the waiting room, waiting to hear how Dally and Johnny were. I had been checked over and except for a few burns and a big bruise across my back, I was all right. I had watched them bring Dally and Johnny in on stretchers. Daily's eyes were closed, but when I spoke he had tried to grin and had told me that if I ever did a stupid thing like that again he'd beat the tar out of me. He was still swearing at me when they took him on in. Johnny was unconscious. I had been afraid to look at him, but I was relieved to see that his face wasn't burned. He just looked very pale and still and sort of sick. I would have cried at the sight of him so still except I couldn't in front of people.

Jerry Wood had stayed with me all the time. He kept thanking me for getting the kids out. He didn't seem to mind our being hoods. I told him the whole story -- starting when Dallas and Johnny and I had met at the corner of Picket and Sutton. I left out the part about the gun and our hitching a ride in the freight car. He was real nice about it and said that being heroes would help get us out of trouble, especially since it was self-defense and all.

I was sitting there, smoking a cigarette, when Jerry came back in from making a phone call.

Divide the number of words omitted (47) into the number of words that you correctly supplied.

Independent Reading Level	57% +
Instructional Reading Level	44-56%
Frustration Level	below 44%

VOCABULARY

STRUCTURAL ANALYSIS

INFLECTIONAL		VS.	DERIVATIONAL AFFIXES
verb inflextions	-ed	prefixes	pre-
	-s		in-
	-ing		un-
	-en		de-
			dis-
nouns	-s	suffixes	-ful
	-'s (?)		-ness
adverb	-by		-er
			-ance
adjective	-er		-able
	-est		

Pronunciation Clues for multisyllabic words:

1. When there is no other clue in a two-syllable word, the accent is usually on the first syllable.

2. In inflected or derived forms of words, the primary accent usually falls on or within the root word.

3. If de-, re-, be-, ex-, in-, or a- is the first syllable in a word, it is usually unaccented.

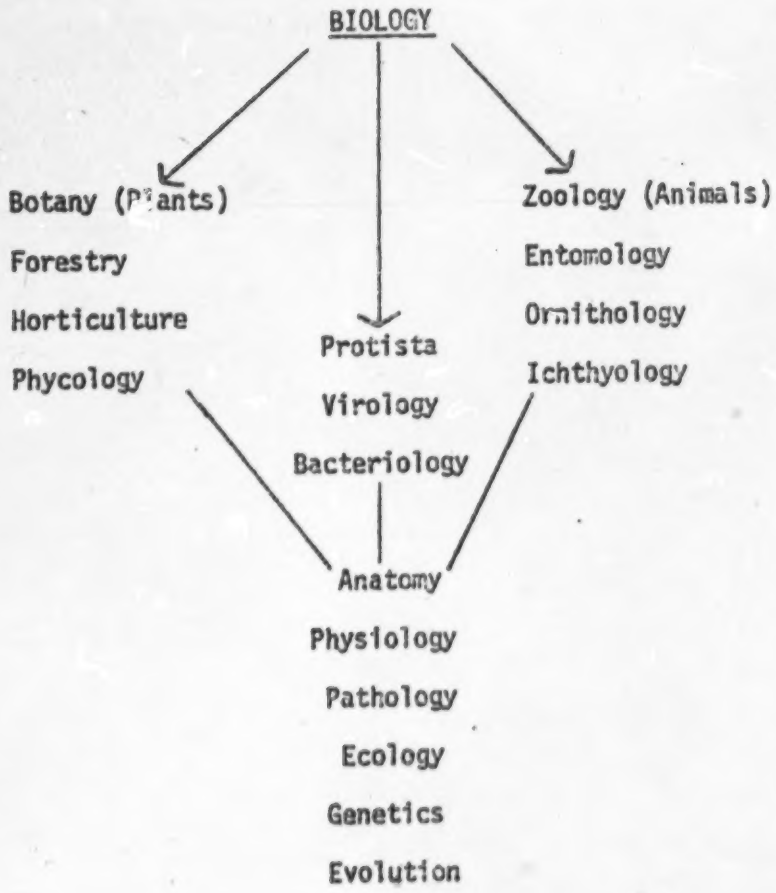
4. Two vowel letters together in the last syllable of a word may be a clue to an accented final syllable.

5. When there are two like consonants within a word the syllable before the double consonants is usually accented.

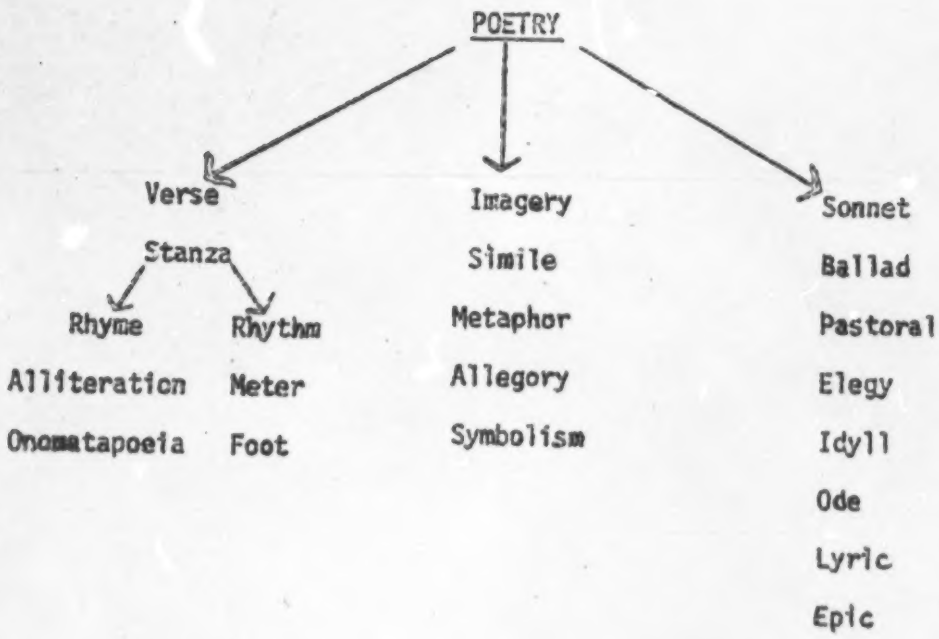
6. In words of three or more syllables, one of the first two syllables is usually accented.

Carol Winkley, "Which Accent Generalizations Are Worth Teaching?" The Reading Teacher, 20, 3 (December 1966), 224. Reprinted by permission of the International Reading Association and the author.

STRUCTURED OVERVIEW



STRUCTURED OVERVIEW



#1 ROOT + SUFFIX

Suffixes are syllables which are added to the ends of words and which change the functions of the words. For example, the word wonder (noun) becomes wonderful (adjective) when you add the suffix ful.

angel (noun) + ic becomes angelic (adjective)
friend (noun) + ship becomes friendship (noun)
sterile (adjective) + ize becomes sterilize (verb)
soft (adjective) + ly becomes softly (adverb)

I. Noun suffixes:

ion - state or condition
ist - one who does
ology - study of

Adjective suffixes:

less - without
ward - in the direction of

Fill in each blank with the appropriate suffix.

1. The study of diseases or suffering is called path_____.
2. Sleep_____ nights left her weak and inactive.
3. The condition resulting from inadequate eating is malnutrit_____.
4. After_____ we'll meet downtown for pizza.
5. A chicken minus its feathers is feather_____, or_____ feathers.
6. A grapholog_____'s work is interesting since he/she studies handwriting.
7. The study of handwriting is graph_____.
8. Care_____ work is often unacceptable to your instructors.
9. Move the car for_____ so our friends can park behind it.
10. There was much confus_____ before the dress rehearsal.

* Adapted from NOW Student by Edward Spargo, Jamestown Publishers

#1 ROOT + SUFFIX

II. Study this list of suffixes + their definitions:

ward - in direction of
less - without
ion - state or condition
ist - one who does
ology - study
ize - to make
en - made of

Using the two groups of printed cards, make as many actual words as you can by matching a root word and a suffix or suffixes. Check your dictionary to see if you're correct.

List your words here.

1. 6.
2. 7.
3. 8.
4. 9.
5. 10.

* Teacher devised activity

Choose five of the new words and write a sentence using each appropriately.

COMMON SUFFIXES

	Suffix	Meaning
1.	-able	capable of being
2.	-ance	state of being
3.	-age	act or condition
4.	-al	like or suitable for
5.	-an	person who
6.	-ant (noun)	person who
7.	-ant (adjective)	state of being
8.	-ar	relating to
9.	-ary	place where
10.	-ate	to make
11.	-ee	person who is
12.	-en	made of
13.	-ence	state or quality
14.	-ent	person who
15.	-fic	causing or producing
16.	-fy	to make
17.	-hood	state or condition
18.	-ible	capable of being
19.	-ic	like or made of
20.	-ice	condition or quality
21.	-id	state or condition
22.	-ile	relating to
23.	-ion	state of being
24.	-ist	person who
25.	-ize	to make
26.	-ty	state or condition
27.	-ive	relating to
28.	-less	without

COMMON SUFFIXES (cont'd)

	Suffix	Meaning
29.	-ment	state of being
30.	-ology	study of
31.	-or	person who
32.	-ory	place for
33.	-ous	abounding in
34.	-some	tending to
35.	-tude	condition
36.	-ward	direction or course

ANSWER KEYS

A I.

1. ology
2. less
3. ion
4. ward
5. less, without
6. ist
7. ology
8. less
9. ward
10. ion

II. Possibilities:

homeless, homeward

golden

wooden

backward, backless

helpless

meteorology, meteorologist

realize, realist

dentist

humorist, humorless

#2 ROOT + PREFIX

A prefix is a syllable which is added to the beginning of a word and which changes the meaning of the word.

I. Study the given list of prefixes + meanings. In each sentence underline a word beginning with one of these prefixes, and fill in the blank with the best meaning for that prefix.

epi - on	circum - around
in - not	sub - under
mono - one	super - over, above

1. When Magellan's ship circumnavigated the earth, it sailed _____ it.
2. A supervisor _____ sees the work that is being done.
3. We do _____ see dangerous elements in our air that are invisible.
4. Subterranean passages are located _____ the ground.
5. A speaker with a monotone is often uninteresting to his listeners, since his voice remains at _____ level.
6. The distance _____ a circle is the circumference.
7. An epidemic disease is an affliction _____ a large number of people at the same time.
8. Supersonic aircraft fly at speeds _____ the speed of sound.

* Adapted from NOW Student by Edward Spargo, Jamestown Publishers

#2 ROOT + PREFIX

II. Each nonsense word below contains a prefix and a root word. Write the meaning of each nonsense word. Then give an actual word that contains that particular prefix. (Use the given list of meanings)

Example: monofrater	one brother	monorail
1. antesolar	_____	_____
2. bipaters	_____	_____
3. circumgeo	_____	_____
4. inmicro	_____	_____
5. subaqua	_____	_____
6. adpolis	_____	_____

* Teacher devised material

ANSWER KEYS

B I.

1. around
2. over
3. not
4. under
5. one
6. around
7. on
8. over

II.

1. before the sun - antecedent*
2. two fathers - bisect*
3. around the earth - circumscribe*
4. not small - inefficient*
5. under the water - submarine*
6. toward the city - adjacent*

* Answers will vary

COMMON PREFIXES

	Prefix	Meaning
1.	ab-	away or from
2.	ad-	to or toward
3.	ante-	before
4.	anti-	against
5.	bi-	two or twice
6.	circum-	around
7.	com-, con-	together or with
8.	contra-	against
9.	de-	down from
10.	dis-	apart
11.	dia-	through or around
12.	ex-	out of
13.	in-	not
14.	il-	not
15.	ir-	not
16.	in-	in or into
17.	inter-	between
18.	mono-	one
19.	non-	not
20.	ob-	against
21.	pan-	all
22.	per-	through
23.	peri-	around
24.	post-	after
25.	pre-	before
26.	pro-	for or forward
27.	re-	back or again
28.	retro-	backward

COMMON PREFIXES (cont'd)

	Prefix	Meaning
29.	se-	aside
30.	semi-	half
31.	sub-	under
32.	super-	over or above
33.	trans-	across
34.	tri-	three
35.	un-	not

LIST OF COMMON ROOT WORDS

Latin Roots

Stem	Meaning
ag, act	do, drive, act
am	to love
annu	year
aqua	water
alter	another
aud, audi	to hear
bonus	good
cap, capt	to take
capit	head
ced, ceed, cess	to go, yield
cide	to kill
claus, clud, clus	to close
cred, credit	to believe
cur, curs	to run
dic, dict	to say, word
duc, duct	take, lead
equ	equal
fac, fact	to do
fer	bear, carry
fin	end, finish
frater	brother
fund, fus	to pour
jac, ject	to throw
jun, junct	to join
luc	light
luna	the moon
manu	hand
medi	middle
mit, miss	to send
mort	dead
pater	father
ped	foot
plic	to fold
port	to carry
pac	peace
pos	to place
pyro, pyr	fire
scrib, script	to write
sequ, secut	to follow
sent, sens	to feel
spec	to look at
spir	to breathe
string, strict	to bind tight
ten, tend, tent	to hold, stretch
tract	to draw, pull
ven, vent	to come
vert, vers	to turn
vid, vis	to see
voc, vok	to call
volv, volu, volut	to roll
viv, vict	live
vol	to wish

Greek Roots

Stem	Meaning
anthrop	man
arch	chief
archae	ancient
aster	star
auto	self
bibl	book
chrom	color
chron	time
cosmos	universe
crat, cracy	power, rule
crypt	secret, hidden
cycl	circle
dem	people
derm	skin
dox	belief
dyna	power
gam	marriage
geno	race, type
geo	earth
geron	old man
gram, graph	write
gyn	woman
hetero	different
homo	same
hydr	water
lith	stone
mania	madness for
mega	great
meter	measure
micro	small
miso, mos	hatred
morph	form
naut	sailor
nym	name
octo	eight
ortho	straight, correct
pan	all
path	feeling, suffering
phil	love
phob	fear
phon	sound
photo	light
pod	foot
polis	city
pseudo	false
psych	mind
pyr	fire
scop	see
soph	wise
tele	far
the	god
tom	cut
zo	animal, life

#3 ROOTS, PREFIXES, AND SUFFIXES

I.- A.

It is important to be able to look at a word and to know which is the prefix, the root word, and the suffix. In the following words, (circle) the prefix; underline the root; draw a box around the [suffix].

1. inscription
2. disappointment
3. renewable
4. constructive
5. unseasonable
6. relentless
7. unwholesome
8. protectorate

#3 ROOTS, PREFIXES AND SUFFIXES

I. - B.

Using your knowledge of prefixes, roots, and suffixes, determine whether each statement is true or false. You may use your lists for help. Code each sentence - true or false.

1. A bilingual person may speak three or more languages.
2. A person who is hypersensitive is often upset by others' remarks.
3. Aluminum foil is a translucent material.
4. The National Conventions are antecedents to the Presidential election.
5. A misanthropist is very sociable and enjoys being with others.
6. A transcontinental airlines travels only within the Americas.
7. The doctrine in which everything is considered as part of God is pantheism.
8. Postmortem refers to that which occurs before death.

Name_____

#3 ROOTS, PREFIXES AND SUFFIXES

II. - A.

For this activity, you will choose a partner. Use the cubes you completed during the lesson, and invent your own words. Example: monoanthropion - a person who is alone. You may combine prefix, root, and suffix or two roots, etc. Remember: you cannot combine a prefix and a suffix to make a word; you must include the root -- the main part of the word. Write your inventions.

Make as many as you can, but "invent" at least seven.

1.

2.

3.

4.

5.

6.

7.

* Teacher devised activity

#3 ROOTS, PREFIXES AND SUFFIXES

II. - B.

Directions: Invent some words (Column A) and definitions (Column B). Use your lists of common prefixes, roots, and suffixes. For practice, match the nonsense word to the correct definition in the examples.

Examples:	A		B
1.	pyrobelcher	_____	one who loves himself
2.	octopad	_____	a volcano
3.	autophile	_____	eight footed animal
4.	bonophono	_____	the good sound

Complete the page with your inventions.

1.	astermortis	_____	death of a star
2.	pseudophilo	_____	a false love
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			

* Activity devised by Arthur Heilman

ANSWER KEYS

C I.-A

1. inscription
2. disappointment
3. renewable
4. constructive
5. unseasonable
6. relentless
7. unwholesome
8. protectorate

I.-B

1. False
2. True
3. False
4. True
5. False
6. False
7. True
8. False

II.-A

Answers will vary

II.-B

Examples:

B - 3
1
2
4

1. given
2. given

All other answers will vary.

#4 DOUBLE ROOT WORDS

I. - A.

Two roots have been combined to make a nonsense word. Circle the best meaning for each word. You may need to use your given lists and to refer to our lesson.

1. lithosanthrop -
   a. statue b. waterway c. mode of transportation
2. philgraph
   a. doctor's prescription b. lovenote c. medical chart
3. lunaphoto
   a. picture of moon b. moonlight c. the tides
4. archaepolis
   a. leg disease b. distant light c. ancient city
5. biblioscriptist
   a. minister b. painter c. author

What does the suffix mean? _____

I. - B.

The words below are actual words which contain two roots. Circle the best meaning for each word.

1. pyromaniac
   a. one who steals b. one who drinks too much c. one who likes to set fires
2. autocracy
   a. government by women b. self-government c. government by the people
3. pseudonym
   a. false name b. type of fabric c. a surname
4. chronometer
   a. color chart b. watch c. device for measuring speed
5. genocide
   a. killing of insects b. killing of brother c. killing of a race of people

* Adapted from materials by Arthur Heilman

Name_____

#4 DOUBLE ROOT WORDS

II. - A.

By using your knowledge of root words and with the help of the list given, write the meaning of each word below. Then check the dictionary and record the definition. Compare the similarities. Knowledge of roots can be helpful in attacking unfamiliar words.

1. pyrometer - your definition:_____

   dictionary:_____

2. bibliophile - your definition:_____

   dictionary:_____

3. crytogram - your definition:_____

   dictionary:_____

4. gerontocracy - your definition:_____

   dictionary:_____

5. astronaut - your definition:_____

   dictionary:_____

6. microcosm - your definition:_____

   dictionary:_____

ANSWER KEYS

D I.-A

1. a
2. b
3. b
4. c
5. c, one who does

I.-B

1. c
2. b
3. a
4. b
5. c

II.-A

(Answer key unnecessary)

#5 FUN WITH NONSENSE WORDS

A FAMOUS TALE: RED RIDING HOOD

I. Read the following excerpt from a famous tale - "Red Riding Hood". Using context (the meaning of the sentence) and your knowledge of prefixes and roots, determine the meaning of each capitalized prefix. Record your answers on a separate sheet of paper.

Once upon a time there was a little girl who lived IN a cottage at the edge of the woods. Her mother had made PRO her a little red hood which she always wore whenever she went EX. For this reason she was called Little Red Riding Hood.

One day Red Riding Hood was playing COM her dolls SUB the big oak tree when her mother called AD her PER the open window.

"Take this basket of goodies to Grandma. She is IN feeling well."

"Yes, mother, right DE."

She propped her dolls CONTRA the tree, promising them that she would be RE very soon.

Little Red Riding Hood ran to get the basket, but PRE she left, she put on her red hood.

Her mother had packed so many things in the basket that Red Riding Hood had to hold it INTER both arms and close OB her side to carry it. But the little girl was happy to carry the heavy basket because it was for Grandma. DIS from her father and mother, Grandma was her very favorite person.

And so Red Riding Hood started off to visit Grandma. She followed the path which took her deep EM the woods.

II. Using the same procedure, determine the meaning of each capitalized ROOT WORD in the continued text of "Red Riding Hood". Record your answers.

Red Riding Hood had to stop often to PON down the basket. It was so heavy to FER. She would TEND her arms and catch her SPIR.

On one of these stops Red Riding Hood FACed friends with a family of squirrels. Mr. and Mrs. Squirrel had VEN to VID what this red creature was. They exchanged friendly LOGS and Red Riding Hood gave them some cookies from the basket. Then she CEPTed the basket in her arms again and continued to follow the path which DUCTed to Grandma's house.

At about the halfway point Red Riding Hood ARCHed to have the feeling that someone or something was following her, always TENing her in view but never showing what GEN of creature he was.

Red Riding Hood said a little prayer, "Dear THEO, make him a friendly creature."

Suddenly at MONO VERT in the path there was a big wolf leaning against a tree with arms PLICed, for all the world as if he had been waiting for her.

A FAMOUS TALE: RED RIDING HOOD (cont'd)

The wolf's big smile and friendly greeting dispelled her fears.

"Where are you going, Little Red Riding Hood?"

"Mother is MITTing these goodies to Grandma. She's not feeling well today. I must hurry. Goodbye, Mr. Wolf." And the little girl hurried on her way.

* Material - Basic Vocabulary Skills, McGraw-Hill

#5 FUN WITH NONSENSE WORDS

III. CRYPTOGRAM

You have learned that crypt = secret and gram = writing (also letter). Therefore, a cryptogram is a message written in a code of some type.

Now, you will use your knowledge of prefixes, roots, and suffixes to make your own cryptogram.

Write a secret message to a friend.

Example; Mono ped is epi the hydro.
One foot is in the water.

Give it to a partner and let translate it or "crack the code".

#5 ANSWER KEYS

Fairy Tale

I.

1. IN - in
2. PRO - for
3. EX - out
4. COM - with
5. SUB - under
6. AD - to
7. PER - through
8. IN - not
9. DE - away
10. CONTRA - against
11. RE - back
12. PRE - before
13. INTER - between
14. OB - against
15. DIS - apart

II.

1. PON - put
2. FER - carry
3. TEND - stretch
4. SPIR - breath
5. FAC - made
6. VEN - come
7. VID - see
8. LOG - words
9. CEPT - took
10. DUCT - led
11. ARCH - began
12. TEN - holding
13. GEN - kind
14. THEO - God
15. MONO - one
16. VERT - turn
17. PLIC - folded
18. MITT - sending

TEXTBOOK EVALUATION CHECKLIST

Bibliographical information:

Title
Author(s), Edition
Publisher, City, Copyright year
Grade level designed for
Subject matter area
Other materials available (check)

- Teacher's Guide/Manual _____
- Teacher's Edition of Text _____
- Workbook _____
- Lab Manual _____
- Audio Visual materials _____
- Other (explain) _____

A. Mechanics:

Check for the following elements:

1. Illustrations. Are pictures included for a good reason, do they provide added interest to the written text, or are they just included because textbooks are "supposed" to have pictures? Sufficient?
2. Summaries. If they are present make sure that they are indeed summaries, rather than conclusions that might better be drawn by the student.
3. Bibliography. More than one? How organized?
4. Maps, if applicable to the subject area.
5. Charts and graphs - should always include instructions for interpretation. Convenient for use?
6. Glossary of unfamiliar and technical terms, should include pronunciation.
7. Index
8. Table of contents - should include topics and subtopics for easy reference, not just chapter titles.
9. Size of print, type of paper, other printing concerns.

B. Study Aids:

1. Does the book provide: center headings, side headings, italicized sentences and words, sections for study and discussion, projects that can be conducted, and/or suggested readings.
2. Does the book have unique approaches (e.g., additional material on specific topics) to capture the student's attention or interest?
3. Does the book present good questions that can be used in study or class discussion? At what comprehension levels? Give examples.
4. Does the book define key terms or concepts? How? (in context, set off,etc.)
5. Which study skills are taught? How are they covered?
6. Is there any other reading skill development? If so, describe it.

C. Presentation of material

1. How is the book organized? (Topical, chronological, etc.) Describe (one sentence).
2. Is factual material accurate? Sufficient? Explain. Examples of inaccuracies, if any.
3. Are concepts well developed? Explain.
4. Is the emphasis on fact or concept? Is it proportional? Explain.
5. List topics which seem weak in this book. What is missing in each weak topic? List topics which are not covered but should be.
6. What type or group of students would benefit most from using this book? Which ones would benefit least from it?
7. To what extent is a multi-ethnic approach integrated into this text? Give 1 or 2 examples, if possible. What ethnic group are included? Is the role of women portrayed suitably?

D. Authorship. (See prefaces, title page, etc.)

1. Has the author taught the subject?
2. Has he tried out this material in classrooms?
3. Is the author's point of view, theory or philosophy in harmony with yours - in content and/or learning process?
4. Are different points of view expressed on controversial issues? Name 2 or 3 such issues in this text.
5. Does the author allow readers to form their own conclusions?

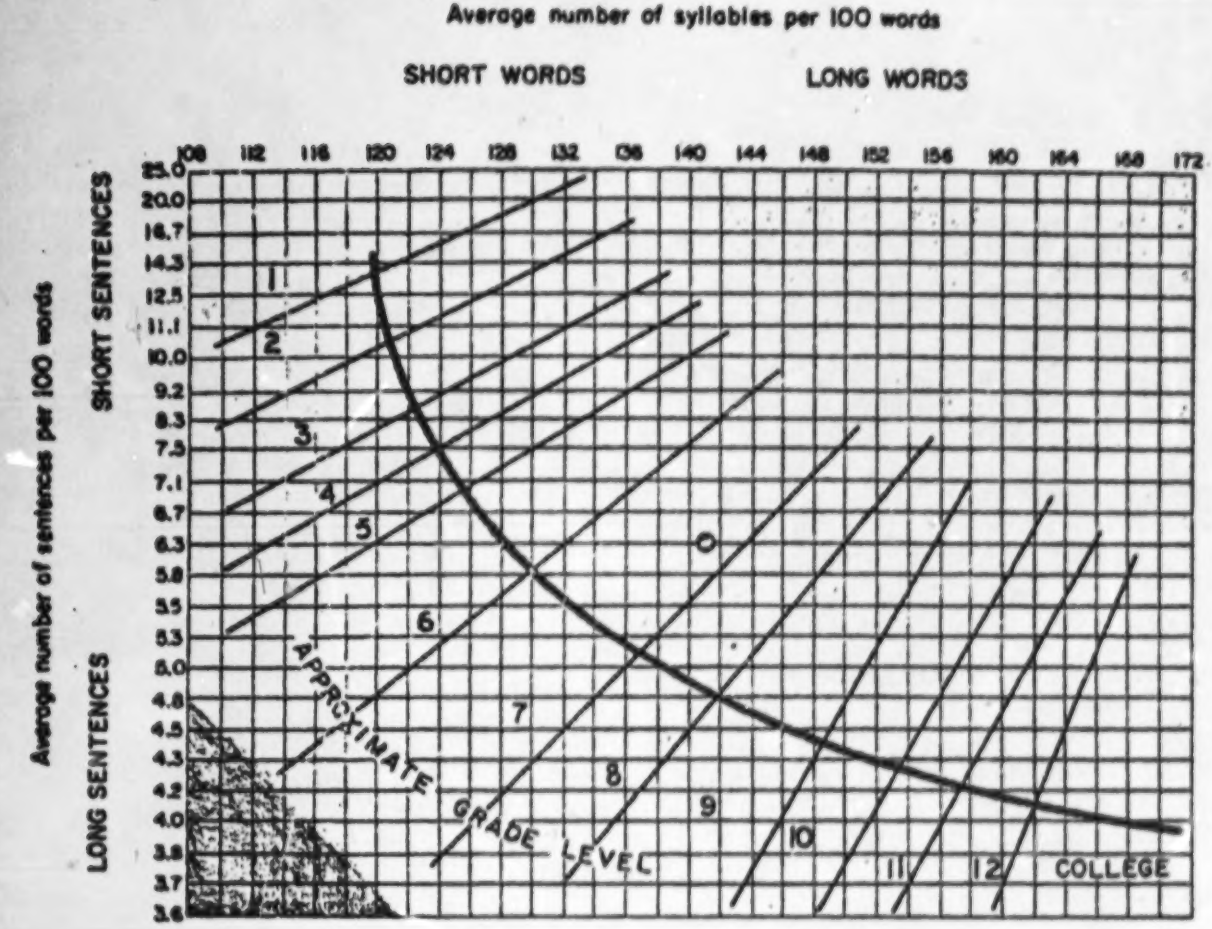
E. Readability. Each book will be reviewed by 2 of the following procedures - The Fry graph and one other.

1. Using the Fry Readability Graph (next page):
   a. choose 3 100-word samples from different sections of the book. Do not include proper nouns.
   b. count the number of syllables and the number of sentences per hundred words.
   c. average the 3 sets of scores for each book.
   d. plot the average on the Fry graph. (See sample on graph attached.)
2. Creating a Readability Resume (from Aukerman, Chap. 3:
   a. choose a 500-word sample
   b. list all hard words (terms, other difficult words)
   c. count words with 3 syllables or more
   d. count sentences
   e. count subordinate clauses
   f. prepare chart:
      1. Average sentence length
      2. Number of subordinate clauses _____x3
      3. Number of words with 3 syllables or more
      4. Number of hard words _____x5
      5. Total (Add 1-4)

   This is a weighted readability score and must be compared with scores from other books for this subject and grade level.

GRAPH FOR ESTIMATING READABILITY

by Edward Fry, Rutgers University Reading Center, New Jersey



DIRECTIONS: Randomly select 3 one hundred word passages from a book or an article. Plot average number of syllables and average number of sentences per 100 words on graph to determine the grade level of the material. Choose more passages per book if great variability is observed and conclude that the book has uneven readability. Few books will fall in gray area but when they do grade level scores are invalid.

EXAMPLE:

	SYLLABLES	SENTENCES
1st Hundred Words	124	6.6
2nd Hundred Words	141	5.5
3rd Hundred Words	158	6.8
AVERAGE	141	6.3

READABILITY 7th GRADE (see dot plotted on graph)

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For further information and validity data see the April, 1968 Journal of Reading and the March, 1969 Reading Teacher

3. Using the Fog Index (Robert Brenning):

   1. Jot down the number of words in successive sentences. (If the article is long, take several samples.) Stop on the sentence which ends nearest the 100-word total. Divide the total by the number of sentences. This gives the average sentence length.
   2. Count the number of words, three syllables or more per 100 words. Do not count the words (1) that are capitalized, (2) that are combinations of short easy words (bookkeeper, butterfly), (3) words which are verb forms made three syllables by adding -ed -er -es (like created or trespassed). This gives you the percentage of hard words in the passage.
   3. To get the Fog Index, total the two factors just counted and multiply by 0.4.

Fog Index	Reading level by grade
17	College graduate
16	College senior
15	College junior
14	College sophomore
13	College freshman
12	High school senior
11	High school junior
10	High school sophomore
9	High school freshman
8	Eighth grade
7	Seventh grade
6	Sixth grade

4. Using the Flesch "Reading Ease" formula:
   (Flesch, Rudolf, F. "A New Readability Yardstick" Journal of Applied Psychology, 32 (June, 1948), 221-33.)
   * Recommended for Literature texts

   a. choose 3-5 samples of 100 words each. (contractions, hyphenated words count as one word.)
   b. count number of syllables in each sample. With symbols or figures, count according to pronunciation ($ = two syllables; 1918, four syllables). Discount lengthy figures (1,255,356) or formulas ($e = mc^2$), as a rule.
   c. figure average number of words in a sentence. (count as sentences elements ending with periods or semi-colons).
   d. figure the number of personal words (all first, second, third person pronouns) and plurals (people, folks).
      To get the percentage of personal words, divide the number of personal words by the total number of words.
   e. Figure the number of spoken sentences (marked by quotation marks); number of questions, commands, etc. addressed to the reader; number of exclamations and grammatically incomplete statements.
      To get the percentage of personal sentences, divide this total number of personal sentences by the total number of sentences.
   f. Figure the Reading Ease score by this formula:
      R.E. = 206.835-.846wl-1.015sl
   g. Figure the Human Interest score by this formula:
      H.I. = 3.635pw + .314 ps.
      Where: ~~wbm~~ number of syllables per 100 words
      sl = average number of words per sentence
      pw = percentage of personal words per 100 words
      ps = percentage of personal sentences per 100 words

h. Fit the scores into these two tables:

Pattern of "Reading Ease" Scores

"Reading Ease" Score	Description of Style	Typical Magazine	Syllables per 100 Words	Average Sentence Length in Words
0 to 30	Very difficult	Scientific	192 or more	29 or more
30 to 50	Difficult	Academic	167	25
50 to 60	Fairly Difficult	Quality	155	21
60 to 70	Standard	Digests	147	17
70 to 80	Fairly easy	Slick-fiction	139	14
80 to 90	Easy	Pulp-fiction	131	11
90 to 100	Very easy	Comics	123 or less	8 or less

Pattern of "Human Interest" Scores

"Human Interest" Score	Description of Style	Typical Magazine	Percentage of Personal Words	Percentage of Personal Sentences
0 to 10	Dull	Scientific	2 or less	0
10 to 20	Mildly interesting	Trade	4	5
20 to 40	Interesting	Digests	7	15
40 to 60	Highly interesting	New Yorker	11	32
60 to 100	Dramatic	Fiction	17 or more	58 or more

5. Using the Kane Readability Formula:
*Recommended for mathematics texts

Use Formula II, as described in Helping Children Read Mathematics, pp. 30-31, ff. Be sure you have read all of chapters 2 and 3 before you attempt the formula.

6. Using the SMOG Formula:
(McLaughlin, G. Harry., "SMOG Grading-A New Readability Formula", Journal of Reading, 12, (May, 1969), 639-646.

a. choose 3 sets of 30 sentences from places throughout the book;
b. count the number of words with 3 or less syllables (polysyllabic words) in each set of 30 sentences;
c. average the 3 numbers of polysyllabic words;
d. develop a grade level using this formula:

SMOG grading = 3 + square root of polysyllable count